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A MANUAL

TO ACCOMPANY THE

UNION CARDS,

AND ILLUSTRATE THE

COMMON SENSE METHOD

OF TEACHING

PRIMARY READING

ACCORDING TO

FRŒBEL'S PRINCIPLES OF KINDERGARTEN TEACHING.

No. 1 S

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D. D MERRILL.
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COMMON SENSE METHOD

OF TEACHING

PRIMARY READING.

SECTION 1.—SIGNS.

As the time in school life is much occupied in using signs, it is well that the meaning and application of the term should be well understood in the commencement of school studies, especially with regard to the study of reading. The following sketches of lessons are intended to lead the pupil from the observation of natural signs to the understanding of the artificial ones which are to be learned in acquiring the art of reading. This preparatory exercise of the understanding with regard to signs is a distinctive feature of the common sense method. The sketches are also designed for the cultivation of language. They are simply suggestive, and the signs mentioned in them are very few compared to the number in the vast field of signs, including signals, symbols, types, emblems and ceremonies aside from those customarily used in social intercourse. There are many little ones in the schools, who do not speak English at home, for whom language lessons are especially necessary. Such, at least, will not be able to answer at once and correctly, all the questions in the sketches, but faithful teachers will illustrate and vary the questions so as to obtain correct answers, or, failing in this, they will be careful in giving the answers, not to give what would be to the child merely sounds, or unmeaning signs. The more failures there may be in answering, so much the greater is the necessity for language lessons.

LESSON 1.—Motion Signs.

Teacher. (Making various motions.) What did I make? (No answer.) I made motions. What did I make?

Child. You made motions.

T. Now, when I ask a question you may answer it without speaking. Do you like to eat nuts? (Ch. nod.) What does the nodding of your heads mean?

Ch. It means yes.

T. What motion means the opposite of yes? (No answer.) I will ask another question that you can answer without speaking. Would you like to eat the shells of nuts? (Ch. shake their heads.) What does the shaking of your heads mean?

Ch. It means no.

T. Of what word do you think the word no is the opposite?

Maggie. I think it is the opposite of yes.

T. That is true. What do you think is the opposite of come?

M. Go is the opposite.

T. Very well. John, if you wish that a boy who sees you should come to you, how can you let him know what you wish without speaking? (John beckons.) What does the beckoning mean?

J. It means, come here.

T. The class may make a motion that means the opposite of come. (Ch. make a motion.) What does that motion mean?

Ch. It means, go away.

T. If you wish me to look at those flowers, how can you let me know what you wish without speaking? (Children point.) What does the pointing mean?

Ch. It means, look there.

T. When I ask the class a question, what do you do with your hands?

Ch. We raise them.

T. What does that motion mean?

Ch. It means that we are ready to answer.

T. Very well. Now, as I make the motions you may tell their meaning. (T. makes motions and children tell their meaning.) What did I make?

Ch. You made motions.

T. What did you tell of them? Ch. We told the meaning of them.

T. Now you may make them and tell their meaning. (Ch. do it individually.) Answer without speaking. How many motions did you make with your head? (Patsie raises two fingers.) See what Patsie is doing. What does the raising of the fingers mean?

Ch. It means that we made two motions with our heads.
T. How many motions did you make with your hands? (Children raise four fingers.) What does raising four fingers mean?
Ch. It means that we made four motions with our hands.
T. Who can tell what motions that have a meaning are called? (No answer.) They are called signs. What are they called?
Ch. They are called signs.
Tr. What motions are signs?
Ch. Motions that have a meaning are signs.

LESSON 2.—Sound Signs.

Teacher. How many have little brothers or sisters at home not old enough to talk? (Some children raise hands.) How many think they will be glad to see you when you go home? (Hands are raised.) Katy, who is glad to see you?
K. My little sister is glad to see me.
Tr. How do you know it? K. She laughs when I go in the house.
Tr. If you do not hear her laugh, what do you sometimes see her do with her lips, to show that she is pleased?
K. She smiles.
Tr. When she smiles, what does she make with her lips?
K. She makes a motion.
Tr. What does it mean? Ch. It means that she is pleased.
Tr. Then as the motion has a meaning, what is it? Ch. It is a sign.
Tr. Very well. Who can tell any difference between laughing and smiling? (No answer.) Who ever heard any one smile?
Ch. We can hear the laughing but we cannot hear the smiling.
Tr. What is anything that you can hear called?
Ch. It is called a sound.
Tr. What has the sign of laughing that the sign of smiling has not?
Ch. It has sound.
Tr. What is the opposite of laughing? Ch. Crying is the opposite.
Tr. What do little ones sometimes do that is the opposite of laughing?
Ch. They cry.
Tr. What does the crying mean? Ch. It means that they are sorry.
Tr. Then, as it has a meaning, what is it? Ch. It is a sign.
Tr. How many signs have you found that you can hear? Ch. Two.
Tr. What are they? Ch. They are laughing and crying.
Tr. What do you call anything that you can hear?

Ch. We call it sound.
Tr. As you can hear these signs, what kind of signs can you call them?
Ch. We can call them sound signs.
Tr. Very well. Who can think of any other sound signs? (No answer.) What sign is made to call you to the school room?
Ch. The bell is rung.
Tr. What is the meaning of it? (Ch. are led to speak of many kinds of bells and of what their ringing means.) What kind of signs are these made by the bells?
Ch. They are sound signs.
Tr. How many kinds of signs have you found?
Ch. We have found two kinds.
Tr. What are they? Ch. They are motion signs and sound signs.
Tr. What sounds are signs?
Ch. Sounds that have a meaning are signs.

LESSON 3.—Signs made by Animals.

Tr. James, could you not make a sign to let a dog know something?
J. Yes, I could whistle.
Tr. What is the meaning of the whistling?
J. It means, Trip, come here.
Tr. Can dogs make signs? (All the pupils are allowed to tell of some signs made by dogs of their acquaintance, and also the meaning of those signs.) Who can tell of some sign made by some other animal? (Ch. raise hands.) Maggie may speak.
M. My kitten mews.
Tr. What does that mean. M. It means, give me some milk.
Tr. What else does the mewing sometimes mean? (Ch. tell of various things.) Henry, have you thought of any other sign?
Henry. When I stroke my kitten it purrs.
Tr. What do you suppose that means? H. I think it means, Thank you.
Tr. Does she ever purr when you do not stroke her?
H. Yes, she purrs sometimes when she is lying down.
Tr. What do you think the purring means then?
H. I think it means that she is contented.
Tr. George, of what are you thinking?
Geo. Hens cluck to call their chickens.
Tr. Yes. Now Michael may speak.

M. When they have found something they call the chickens to come and eat it.

Tr. Very well. John has something to say.

J. If any of the chickens lose sight of their mother, they make a sound that seems like, O, my mother, where are you?

Tr. Very well. The barking, mewing, purring and clucking are all what?

Ch. They are all signs.

Tr. What kind of signs are they? Ch. They are sound signs.

Tr. What are signs made for?

Ch. They are made to let people know something.

Tr. Very well. Some other time you may talk about the signs made by other animals, but you belong to a kind of animals too. You belong to the highest class of them, and I care more for the signs that you can make than I do for the signs made by the lower animals. You can do better than to bark and to mew when you wish to let people know something. What better can you do than to make barking and mewing signs?

Ch. We can make talking signs.

Tr. Very well. As the nodding of your head is a sign, what is the word yes, that means the same?

Ch. It is a sign.

Tr. What word sign means the opposite of yes?

Ch. No means the opposite of yes.

Tr. Make some other motion signs, and tell what words mean the same. (Ch. make signs with their hands and fingers and tell their meaning.) As all these motions are signs, what are all the words that mean the same? As the ringing of the bells are signs, what are all the words that mean the same? What are all the words that mean the same as the signs made by animals? What are all the words that you have learned to speak? What are all spoken words?

Ch. All spoken words are signs.

Tr. Very well. Clap hands because you have learned so many of them. What does the clapping of your hands mean?

Ch. It means that we are glad.

Tr. Then, as it has a meaning, what is it? Ch. It is a sign.

Tr. What kind of a sign? Ch. It is a sound sign.

Tr. What kind of signs are all spoken words?

Ch. They are sound signs.

Tr. What kind of sounds did you say were signs?

Ch. Sounds that have a meaning are signs.

LESSON 4.—Review.

I suppose you began to make the spoken word signs about the time you began to walk by chairs or in some way in which you often tumbled because you had not learned to balance yourself on your feet. You took talking and walking lessons in the same season. When you were trying to talk you could make a plenty of sounds, but you did not know how to manage your tongue. The tip of the tongue, which is used so much in talking, was quite as likely to be in the wrong place as the right one. It was easier to make the right motions with your lips, because you could see better how others did it. You could say mamma, papa and baby better than words in which the lips are not used. You could cry when you were very young, but you did not know much and you did not care to learn, but in a few weeks you did not sleep so much. You used your eyes and ears to learn a little. Once in a while you would look up to the one who took care of you with a sweet smile, as if you said, I thank you for taking care of me. When you were awake you were afraid to be left alone. If left alone you would cry and your crying seemed to mean, O you must not leave me, I am a poor little creature, I cannot live without you. As you grew larger you began to notice what people said. You would listen and watch while they were speaking, and after a while you understood some of the word signs. You could understand many of them before you could make them yourselves, but every word that you could understand was a joyful thing to you, and you could make motion signs before you could make word signs. You were delighted to have people talk to you, and your friends liked to talk to you and hear you try to talk if you could only half speak the words. If they laughed at your mistakes, you laughed too, and you would try, try again, till, finally, you happened to make the right motions for the sounds of some words, and after that you learned very fast. You were not afraid of spoiling your faces by opening your mouths too wide, nor of hurting your voices by hard exercise. You began to show a strong will, and sometimes, if people did not do for you what you wished to have done, you would drive them to it by your very loud crying. You became a great worker, so that you could hardly afford a nap in the day time, and when night came and all the birds had gone to roost and grown people, as well as little ones, were tired and sleepy, even then you had sometimes such a strong will to work with your playthings, that your mothers would be obliged to let you take them to bed with you, or to hear a sad crying. You would work with every thing within your reach that you could hold. When you first began to take things in your hands, whatever they were, you would always put them in your mouth. You learned to creep and walk, to run and jump, and to feed yourselves with a spoon. In five years you learned a great many things that you have not forgotten, though you may have forgotten how they were learned.

I hope that you will learn at school as fast as you did at home, and be as happy with your teacher and with each other, as you are with your parents and friends at home. There will be something to do for your hands and tongues.

LESSON 5.—Signs having neither Motion nor Sound.

Teacher. Can you think of any signs that are not motion or sound signs? (No answer.) I saw awhile ago something in the shape of a large boot hanging by the side of a house. What do you think it was for?

Ch. It was for a sign.

Tr. What did it mean?

Ch. It meant that the house where it hung was a boot and shoe store.

Tr. How many ever saw what appeared like a large watch hanging out in the same way? (Ch. raise hands.) What did it mean?

Ch. It meant that the shop near it was a watch-maker's shop.

Tr. Was it a real watch? Ch. No, it was only a sign.

Tr. How are these signs different from the motion and sound signs?

Ch. They have no motion or sound.

Tr. Very well, as they do not stir how are they? Ch. They are still.

Tr. Then because they are still you can call them what signs?

Ch. We can call them still signs.

Tr. That is right. Anything that you see is an object. What are things that you see?

Ch. They are objects.

Tr. Very well, name some objects that are signs?

Ch. The watch and boot are signs.

Tr. The objects by the shop that look like a watch and boot are signs—Why?

Ch: They are signs because they mean something.

Tr. What objects are signs? Ch. Objects that mean something are signs.

Tr. (Showing the first card and pointing to the picture of a cat.) What is this?

Ch. It is a cat.

Tr. It has not had any breakfast. Who will go and bring something for it to eat?

Ch. It cannot eat.

Tr. Why not? Is it sick? Ch. No, it never could eat.

Tr. Who ever saw a cat that never could eat? How can it live?

Ch. It is not alive.

Tr. Is it a dead cat? Ch. No, it never was alive.
Tr. Then it cannot be a cat. What is it? Ch. It is a picture of a cat.
Tr. Yes, or as it means a cat, what is it of a cat?
Ch. It is a sign of a cat.
Tr. Very well, then what are all these pictures? (Showing cards 1, 2 and 3.)
Ch. They are signs.
Tr. You may tell of what each picture is a sign, as you point to it. (Children do it individually.) Who can tell what kind of signs the pictures are?
Ch. They are picture signs.
Tr. Very well, and because they have neither motion or sound, the picture signs belong to which kind, that you have learned?
Ch. They belong to the still signs.
Tr. Very well, who can think of any more still signs? (No answer.) You have heard people read. What does it sound like?
Ch. It sounds like talking.
Tr. Very well, how many of you ever saw people read, when you did not hear them? How many think that what they saw, meant something? (Ch. raise hands.) Yes, and it means something like what?
Ch. It means something like talking.
Tr. That is true. When people read, they see printed words that mean the same as spoken ones.
Tr. What are all spoken words? Ch. They are signs.
Tr. Then as printed words mean the same, what are they?
Ch. They are signs.
Tr. Yes, all printed words are signs. (Children repeat it individually and in concert. Tr. shows words in books.) These are the signs—(pointing to the words on the first cards). Those are like these in the books, only they are larger, so that they can be seen further off and learned more easily. You may know them here, by the pictures. You see there are two signs for the same thing. Now you may point to all the signs and tell me what they are for?
Ch. (Pointing.) There is the picture sign for a cat and there is the word sign for a cat. (The same is done with all the pictures and words upon the picture cards by each one of the class.)
Tr. When people read they see printed words that let them know something, just as spoken words do, and when they read aloud, they make the sound signs while they look at the still signs. Now you may all read these words by the pictures as I point to them. Very well. What is learning to read?
Ch. It is learning printed words.
Tr. Very well. What do people usually read from?
Ch. From books and papers.

Tr. After you have learned all the words on the cards, you will be ready to read in the books and papers too. You will find a great many of the same words in them that are on the cards, and you can then learn to read stories very fast. What are all printed and spoken words?

Ch. They are signs.

Tr. Of what are they signs? (No answer.) Before you say anything, what must you do in your mind?

Ch. We must think.

Tr. Yes, and what do you use or make to let people know what you think?

Ch. We make signs.

Tr. Very well. Of what are spoken and printed words the signs?

Ch. They are the signs of what people think.

Tr. Which kind of signs are printed words? Ch. They are still signs.

Tr. What objects are signs? Ch. Objects that have a meaning are signs.

LESSON 6.—Position of Word Signs.

Teacher. Show your right hands. Show your left hands. Tell me as you show me which are your right and left hands. (Children repeat many times, "This is my right hand, this is my left hand." A similar method is used with regard to the thumb and different parts of the body.) Put your right hands upon your right sides. Point to the right side of the table. Who can tell without pointing, which is the right side of the table? (No answer.) Say it is the same side of the table that my right side is of me. (A similar method is used with regard to the blackboard, bench, door, window, slates, books and cards.) Which is the left side of the table? (Method, as for the right side. Tr. showing lines of reading in a book.) The words in books are placed this way, in rows or lines. Here is a word and next you see a little space, between it and the next word, then another space and another word, and so all along the lines, there are spaces between the words, that people may know how much one word is.

When people begin to read these lines, who knows at which end of them they begin? (No answer.) They begin at the left end. At which end of the lines do people begin to read?

Ch. They begin at the left end of them.

Tr. You may each point to the left end of a line. (Ch. point.) At which end of the line did you point? Which of these lines is to be read first? (No answer.) The line at the top is to be read first, then the next, and so on, to the bottom of the page (showing page); so much is a page. Every leaf has how many pages?

Ch. Every leaf has two pages.

LESSON 7.—A Story to be Read to the Class.

Learning to Read at Home.

Mary, Maggie and Minnie were as good little girls as could be found in the village where they lived. They were all between five and six years of age, and lived with their parents near each other, on the same street.

As they did not seem to learn bad things of each other, their parents were willing that they should be often together, and were thankful that they did not wish to go where they might be in more danger of hearing wicked words and actions. They went to the same school, learned the same lessons, played and went home together. After school, in warm weather, they were much of the time under the shade trees, or on the piazzas, around their homes, playing with their dolls and other things, and chatting together, almost continually. Strangers, passing, might think on account of their dress, that they belonged to the same family, for their mothers often bought a piece of cloth and dividing it, made their dresses alike. They wore the same kind of hats, and even their Christmas and New Year's gifts were often alike. At one time, they had each a beautiful picture book, called "The house that Jack built," and at another time, each had a book about three bears. They took as good care of these books, as real ladies always do of nice books. If they allowed smaller children to take them, or to look at the pictures, they took care that they did not soil or tear them. At school they did not have books, for they had not yet learned to use them, but they had slates and pencils, and with them they made horizontal, perpendicular, slanting, and curved lines, and with these lines, they invented a great number of pretty little drawings. They had also commenced learning to make the figures 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, which were the signs for numbers or things that they had to count. All this, they were happy to do. Mary could make the nicest drawings on the slate; Maggie could jump the rope the best, but Minnie, as we shall see, was a kind of leader in the business of learning to read. At school, they had all learned about the signs made by motions and sounds, and those having neither motion or sound. They knew that learning to read was learning printed signs, that meant the same as spoken words, and that when people read aloud, they make the sound signs, while they are looking at the still signs. They had learned how to hold a book right end up, and they knew that the top row of words was to be read first, then the next, and so on, to the bottom of the page.—They knew that there were spaces between the words in the lines, and that the lines were to be read from the left to the right.

Neither of them had missed a day from school, nor had they been late, either in the morning or afternoon. They had attended to all the teacher

told them about their lessons, and whenever their parents asked them what they had learned that day, they had always something to tell. They sometimes, too, showed their friends at home, what they had learned to do with their slates, so their friends knew that they were learning to use their tongues and hands very well, and they did not fret because they had not yet begun to read. They trusted that the teacher knew what to do, and so they only asked, once in a while, if they had begun to read yet.

One day, as Minnie came in from school, her mother asked her, as she had several times before, if she had learned to read any yet. "No," said Minnie, "but I know that learning to read is learning the printed words, and I am going to get my book to learn some of them." Then she brought her book, called the "House that Jack built," and said, "Now, mother, here is my book, right end up, and here is a picture sign of a house, and here is a line of word signs under it. That is all the words there are on the first page. Please tell me what they are." Then her mother said, "Those words are, 'This is the house that Jack built.'"

Minnie's eyes sparkled, her cheeks flushed, and her heart swelled with joy, as she jumped up and ran across the yard, holding out her book at arms length, and exclaiming "I can read! I can read!" The kitten saw her and climbed up a tree, although Minnie had never seen it perform such a feat before. The dog saw her and ran and capered all about the yard. The old hen, who usually ran to Minnie when she went out, now ran away from her, calling her chickens after her in a great hurry. Mary and Maggie came running, and said, "What is it, Minnie?" And Minnie, in the joy of her heart, said, "I can read!" "What can you read?" said her little friends, in the same breath. Then she opened the book and pointing to the line of words, said, "This is the house that Jack built." Maggie and Mary repeated the words, and though they had only glanced at them, Minnie said, "Now we can all read." Then they all said, "We can read! we can read!" and they danced about the yard. Then the hen gathered her chickens under her wings; the kitten ran down from the tree, and the dog came and stood still a long time for him, and looked so very inquiringly, that Minnie said to him, "Trip, we can read." So said Maggie and Mary. Then they all laughed, and the dog barked. Then they laughed the louder, and the dog and all jumped about till they were out of breath. Then the girls went and sat upon the piazza by Mary's home, and Trip came again and looked up so inquiringly, that they all said again, "Trip, we can read!" Then Trip barked again, and they all laughed till they cried. So they had such a funny time as they will not soon forget. Their mothers looked out and saw them and heard what they said, and they laughed heartily, too, and the little ones seeing that their mothers were glad for them, ran and kissed them, and no fault was found with the reading. But, in the evening,

after supper, Minnie said to her brother John, who was two years older than herself, "John, I can read!" "Of course you can," said John. "You go to school." "But I did not learn at school," said Minnie. "My mother told me the words." "What words?" said John. Then Minnie took her book and read, "This is the house that Jack built." "That is great reading," said John. "You just say what you heard mother say, I do not believe that you know the first word." "Yes I do," said Minnie, pointing to the first word. "Here it is on the left side of the line of words." "What is it?" said John. "This," said Minnie. "You know more than I thought you did," said John; "but can you find that word on another page?" "Yes," said Minnie (taking another look at the word, and then turning the leaf.) "Here is another page, and the first word on it is this." But Minnie found after John's further inquiries, that she did not know all the words, so that she could find them in other places, but John did not discourage her. Like a good, kind brother, as he really was, he helped her, kindly, and imitating his kindness, she helped Mary and Maggie. Sometimes John would help them all together and read stories to them.

Minnie and her little friends went on bravely with their reading. On the second page of the book, they had so happily begun to read, was a picture of some bags of malt, and under the picture were the words, "This is the malt that lay in the house that Jack built." Malt, lay, and in, were the three words that were not on the first page. "There is a word apiece, for us to find out," said Minnie, and, pointing to the word malt in Mary's book, she said, "Please, Mary, take that word, and then, pointing to the word lay in Maggie's book, she said, "Please, Maggie, take that word, and I will take this one," pointing to the word in, in her own book. "Now, let 's start together, and go and ask what the words are, and see who will be back first." Maggie came back first but she had lost her word, so she darted back to ask it again, and came with it just after the others, who came at the same time. "My word is malt," said Mary. "Mine is lay," said Maggie. "Mine is in," said Minnie. So they read the sentence and found the same words on other pages so as to be ready for John's questioning. "I should like to know what that malt is in those bags," said Maggie. "Let 's cast lots," said Minnie, "to see who will go and ask some one." So she picked up a little stick, and, turning to hide it, she broke it into three parts, of different lengths, and placing them in her hand, so as to have one end of each project from between her thumb and fore finger, she said to the other girls, "Now draw one of these, and the one that has the longest must go and ask some one what malt means." Minnie had the longest stick left in her hand. So off she ran, and meeting the gardener, she said, "Will you please to tell me what malt is?" And he said, "I do not know; it does not grow in these

gardens." Then she ran into the house, and asked John, and he said, "It is something that rhymes with salt, and that is all that I know about it." Then her mother said, "It is something made from grain." When Minnie had told Mary and Maggie what her mother said, she asked them if they ever saw any wheat, corn, rye and oats. They said they had. "Do you know what such things are called," said she. They said they did not, and she said, "They are called grain. That is what I heard my father tell John, when he asked him the meaning of grain." So they went on, learning a few words every day, till they read the book through. Afterwards they read the story of the three bears, which John had read for them several times, and having also told it to them, they could read and tell it in their own way, though they did not know all the printed words in it, so that they could read them in other places. It would be strange if they did not learn a little story that they loved to hear, before they learned all the printed words in it. John sometimes asked them to read backwards, but it spoiled the story and they did not care much for the words without the story. If their reading was not very good reading, it was a good imitation of it, and they enjoyed it as much as any play.

SECTION 2.

Preparation for Learning and Method of Teaching the Elementary Sounds.

As one may know the forms of printed words without knowing the particular letters which compose them, so the sounds of spoken words may be known collectively, while the elementary sounds are unknown. In learning them by analysis, we go from the known to the unknown, according to a recognized principle in teaching.

As sounds are produced by motions, a knowledge of the motions is necessary, in order to produce them. One may know how to make the motions in rapid succession or collectively, while they are ignorant of the separate motions.

Sounds that are blended or made in rapid succession, like the elementary sounds of words, cannot be distinguished unless made separately. In order to make them separately, the motions must be made separately by which they are produced, there being a distinct sound corresponding precisely with the motion by which it is produced.

As in learning to distinguish sounds, the attention should not be distracted by presenting any thing to the eye, so in learning to distinguish motions, the

attention of the ear is not required but is rather to be avoided. Therefore, lessons in motions are given previously to teaching the sounds, commencing with such motions as may be made without using the breath, and which may be easily observed and described.

As correct sounds depend upon correct motions, incorrect pronunciation is to be corrected by correcting the motions made in mispronunciation.

There is a great difference between learning the elementary sounds by analysis and by imitation, as by the latter method, they may be soon forgotten, after much labor in teaching them, while in the method by analysis, all the labor is in the thorough analysis of comparatively few words, and then the pupil has both the means of distinguishing the sounds and the power of recalling them.

It is a known law of the memory, that things to be retained in it, must be associated with something already learned, the memory being, as it were, the steward of the mind, and refusing to entertain things disconnected with what is already stored. The sounds, then, to be retained, must be associated with something upon which they depend. As they cannot be made without the motions or distinguished without separating them, they of course depend upon them and should be associated with them. But, in order to have them properly associated, there should be a conscious knowledge of what the separate motions are, although some cannot be thoroughly described. Hence the necessity for the analysis of the motions for words, preparatory to that of the sounds, and, as before stated, it is better to do it separately from the sounds, because the motions are not to be distinguished by the sounds but the sounds are to be distinguished by the motions, and thus associated. The motions are remembered by the description of them. Why not associate the sounds with the letters? says time honored custom. They are to be associated with them, but not till the connection is formed with what naturally precedes them. They are to be associated with the letters as with an after link, formed in the associative chain, because the knowledge of the letters naturally follows that of the sounds of which they are signs, for we cannot know the meaning of signs till we know of what they are the signs. Following, then, the dictates of common sense, we leave the old path, which though beaten, is obscure and intricate, and taking the order of dependence as a guide, the sounds are linked in the memory with the motions which must be observed, in order to distinguish them, and the forms of the letters with what they represent. They are thus made interesting by learning their use, as signs of sounds, to which, according to the association law, they are naturally linked.

LESSON 1.—The Breath.

Tr. With what do you breathe? (No answer.) You breathe with your lungs. If you place your hands upon your sides, you can feel your lungs swell out as you breathe. What goes into them when you breathe?

Ch. The air goes into them.

Tr. Through what does it go into them?

Ch. It goes through my nose or mouth.

Tr. What next? Ch. Through my throat.

Tr. And then through what does it pass? (No answer.) Place your hand under your chin upon your neck and you can feel something hard and round. Who knows what it is?

Ch. It is the windpipe.

Tr. That is right. The windpipe has two large branches (a picture of the lungs can be shown), from which smaller ones extend like the limbs of a tree, reaching to all parts of the lungs. The air passes through them to the lungs, which lie under the ribs in each side of the chest, which is between the ribs. If you place your hands upon your sides, you can feel the bones called ribs. There are twelve of them on each side of the chest. They reach round to the backbone and are fastened to the sides of it. Most of them are also fastened to a bone in front of the chest. How many ever felt the heart beat? (hands are raised.) Place your hands over the heart. (hands are placed.) Very well. The heart lies in the chest between the lungs. If anything that you eat or drink should happen to get into the windpipe what would it do?

Ch. It would choke me.

Tr. Yes. There is a way for food to pass to the stomach which is under the chest. How much can you talk without using your breath? You cannot make the least sound without it. When you are speaking do you draw in your breath or throw it out? (Children take time to observe while speaking.)

Ch. We throw it out.

Tr. That is right. The sounds of snoring and sobbing are made while the breath is being drawn in. The noise of braying is made while the breath is going in and out. When people stammer, it is because they try to talk when there is no air in the lungs. To cure stammering, the breath must be drawn in before trying to speak.

LESSON 2.—The Voice.

In the upper part of the wind pipe there is a very nice musical instrument.

It is in a kind of box which you may call the voice box. The doctors call it the larynx. There are vocal chords in it. What are in it?

Ch. There are vocal chords in it.

Tr. The air plays upon these vocal chords, when it is thrown out of the lungs in talking or singing. If you place your hand upon your neck, directly under your chin, while you speak or make any loud sound, you can feel the vibrations of these chords as the air plays upon them, while it is thrown out of the lungs. (Children are required to speak aloud and whisper with the hand placed over the larynx.) In whispering, the air passes the vocal chords without making them vibrate.

NOTE. Too much care cannot be taken by parents and teachers to cultivate, both by precept and example, pleasant tones of the voice. Some people possess beauty of person and have a cultivated taste with regard to what is presented to the eye, while their voices are so disagreeable that their beautiful personal appearance amounts to but little towards making them agreeable companions. One of the most charming things is a pleasant voice. Voices can be cultivated in talking as well as singing, but the best time for it is in early childhood, and, consequently, that is the time in which they are most likely to be injured.

Infants, by crying, defend themselves from neglect and force the attention of those who have the care of them, to their wants or pleasures. Such crying is usually without tears, and is beneficial to the lungs. Less pain is probably felt by infants crying than the crying causes to those who hear it, except in sickness. As the little ones grow older, the crying is sometimes changed to a whining, which forces the attention as well as the infant's cry, but injures the voice by exercising too much the nasal tone, causing it to predominate when there is no intention or consciousness of whining. We often hear it from the boys at play. Some schools that are in many respects in very good order, are vocally, much out of order. Attention should be given to this matter, while the ear as well as voice can be easily trained, and while the imitative faculties are often unconsciously exercised.

LESSON 3.—MOTIONS MADE IN SPEAKING WITHOUT THE USE OF THE VOICE.

It was very well for Minnie, Maggie and Mary to begin to read by asking their friends to tell them the printed word signs, while they knew no other way to learn them, but there is a way in which you can find out most of the words yourselves. That will be better than to ask what they are and even better than to be told without asking; but you will need to learn something more about the spoken words before you can understand it. Every spoken

word has as many different sounds as there are different motions made in speaking it. It is these different sounds that you will need to learn, but no sound can be made without motion, and you cannot know how the sounds are made, unless you know how to make the right motions for them.

Children often make mistakes in speaking and the reason is, that they do not make the right motions. You cannot fail to speak words properly, if you make the right motions for the different sounds in them.

Now, that you may learn the sounds of words easily, you will first need to learn something of the motions made in speaking them. What must you use in speaking?

Ch. We must use our breath.

Tr. Very well. You can make none of the sounds of words without your breath, but you can make the same motions with your mouth and tongue that you do in speaking. You can make the motions without the sounds. Sometimes people who have lost their hearing can understand what people say by the motions which they make in talking. You may play that I have lost my hearing, and can only know the words by the motions which you make for them. What have you in your mouths, with which you make a great many motions in talking?

Ch. We have tongues.

Tr. Put your finger to the top or the roof of your mouth. How does it feel?

Ch. It feels hard.

Tr. Put your finger to the back part of the roof of the mouth. How does it feel? The hard part of the roof of the mouth is called the hard palate. What is it? What is the hard palate? What do you suppose the soft part of the roof of the mouth is called? What is the soft palate? Now, try to say the word cat without opening your lips. You cannot, because the first motion for speaking the word, is made with the tongue, and you cannot use your tongue in talking without having your lips parted, and, to use it well, your teeth must be parted too. You can talk through your teeth but not well, neither can you talk well, with your teeth always near together. What do you move to part your teeth and lips?

Ch. I move my lower jaw.

Tr. Very well. Now, with your mouths open, place the middle of the tongue to the hard palate, as you do to speak the first part of the word cat. Now, move the lower jaw downwards, as you do for the second part of the word. Now, put the tip of the tongue to the hard palate, near the upper front teeth, as you do for the last part of the word. Make the motions for the word cat again, slowly. Make them again and again. How did you make the first motion?

Ch. I put the middle of my tongue to the hard palate.
Tr. How did you make the second motion?
Ch. I moved the lower jaw downwards.
Tr. How did you make the third motion?
Ch. I put the tip of my tongue to the hard palate.

LESSON 4.—Motions made in speaking. (Continued.)

Teacher. How must the mouth be, when the tongue is used in talking?
Ch. It must be open.
Tr. With the mouth open then, curl the tip of the tongue ready to speak the word rat. Make the other motions for the word. They are like the last motions for what word?
Ch. They are like the last motions for the word cat.
Tr. Make the motions for the word man. How did you make the first motion?
Ch. I put my lips together.
Tr. How did you make the second motion?
Ch. I moved the lower jaw downwards.
Tr. Where did you put the tip of the tongue, for the last motion?
Ch. I put it to the hard palate.
Tr. Make the motions for the word fan. Where did you put your under lip for the first motion?
Ch. I placed it to the edge of the upper teeth.
Tr. The last two motions are like those in what word? Make the motions for the word bed. How did you make the first motion?
Ch. I put the lips together.
Tr. How did you move the lower jaw for the second motion?
Ch. I moved it down and forward.
Tr. How did you make the last motion?
Ch. I put the tip of the tongue to the hard palate.
Tr. Make the motions for the word pig. How did you make the first one?
Ch. I put the lips together.
Tr. How do you move the lower jaw for the second motion?
Ch. I move it forward.
Tr. How did you make the last motion?
Ch. I put the middle of the tongue to the hard palate.
Tr. Make the motions for the word top. How did you make them? What is the first motion for the word jug? How were the upper and lower front teeth placed?

Ch. They were nearly closed.
Tr. Where was the tip of your tongue?
Ch. It was put to the hard palate.
Tr. How is the lower jaw moved for the second part of the word jug?
Ch. It is moved down and forward.
Tr. How is the last motion made?
Ch. The middle of the tongue is put to the hard palate.
Tr. How many motions can you make for the word lamp without your breath?
Ch. I can make three motions.
Tr. How do you make the first motion?
Ch. I put the tip of the tongue to the hard palate.
Tr. How many motions are there for the word vest? Where do you place your under lip for the first motion? How do you move the under jaw for the second?
Ch. I move it forward.
Tr. Where do you place the tip of the tongue for the third motion?
Ch. I place it near the teeth.
Tr. While the teeth are how? Ch. They are nearly closed.
Tr. Make the motions for the word adz, and tell how you made them.
Ch. I made the first by moving the lower jaw downward. I made the second by putting the tip of the tongue to the hard palate. I made the third by putting the tip of the tongue near the teeth while the teeth were nearly closed.

LESSON 5.—The Method of Teaching the Elementary Sounds.

Tr. Why did you learn about the motions made in speaking?
Ch. So that we may know how to make the sounds.
Tr. Very well. If you make the first motion for a word, and then say all of the word that you can without making the next motion, you will make the first sound. Now all make the first motion for the word cat, and say all of the word that you can say without making the next motion. Now all make the second motion and say the second part of the word. Now all repeat the sounds of the word cat, keeping time with the pointer, as I move it slowly. Now make the sounds more quickly. Now, as fast as I can move the pointer. Now, faster than I can move the pointer. Speak the word. What makes the word?
Ch. The sounds make the word.
Tr. How are the sounds put together to make it?

Ch. They are put together quickly.
Tr. How then must the motions be made, when the sounds are made quickly?
Ch. They must be made quickly.
Tr. If you make the motions slowly, how will the sounds be made?
Ch. They will be made slowly.
Tr. If you wish to make each sound in a word by itself alone, how would you make each motion?
Ch. I would make it alone by itself.
Th. Make each sound in the word cat, by itself. Now make them quickly. Now make them apart. Now together. Now apart. Now together. (Children repeat the sounds and pronounce the word till it can be done without hesitation by each one of the class.) A similar method is used for the words rat, man, fan, bed, pig, jug, top, lamp, vest and adz.

LESSON 6.—The sound represented by the letter H.

Teacher. Make such motions for the word hat, as you can make without using your breath. How many did you make?
Ch. I made two.
Tr. By what were they made?
Ch. They were made by the lower jaw and tongue.
Tr. Very well. Now place your hand upon your chest and speak the word. What motion did you make for the first part of the word?
Ch. I made a motion with the chest.
Tr. What did you do with your breath? Ch. I threw it out.
Tr. Show how you did it. (Ch. throw out the breath.) That is the first sound in the word hat, and as it is made by the breath alone, you can call it what kind of a sound?
Ch. We can call it a breath sound.
Tr. Repeat the sounds in the word, slowly and then quickly, keeping time with the pointer. Now each one may spell the word by sound, i. e. tell the sounds of the word, and then speak the word. (Ch. do it individually.)

LESSON 7.—Loud and Whispered Sounds.

Teacher. Place your hand on your neck, over the voice box and make the sounds in the word cat. Which of the sounds are whispered? Which is loud? (A similar method is used for the sounds of the words rat, hat, man, fan, bed,

pig, jug, top, lamp, vest and adz.) How many kinds of sounds have you found that there are in words?

Ch. There are two kinds.

Tr. What are they? Ch. They are loud and whispered sounds.

Tr. The vocal chords vibrate in making which kind?

Ch. They vibrate in making the loud sounds.

Tr. How is it with the vocal chords in making the whispered sounds?

Ch. They do not vibrate in making them.

Tr. That is right. When you talk in whispers, the loud sounds are changed to whispered ones, but the whispered sounds can never be correctly changed to loud ones.

LESSON 8.—Mated Sounds.

The breath forces the lips apart in the same way, in making two different sounds. Make the sounds. (Ch. make the sounds represented by p and b.) What is the difference in the sounds?

Ch. One is whispered, and the other is loud.

Tr. The breath forces the tip of the tongue from the hard palate in making two different sounds. What are they? (Ch. make the sounds represented by t and d.) What is the difference in the sounds? The breath forces the middle of the tongue from the hard palate in making two different sounds. What are they? (Ch. make the sounds represented by (c and g hard.) Make two different sounds with the under lip placed under the upper teeth. (Ch. make the sounds represented by f and v.) What is the difference in them? Make two different sounds with the tongue placed near the teeth while the teeth are nearly closed. (Ch. make the sounds represented by s and z.) What can you call the sounds in which the lips or tongue are used in the same way?

Ch. We can call them mates.

Tr. Yes, or you may call them what kind of sounds?

Ch. We may call them mated sounds.

Tr. What mated sounds have you learned?

Ch. p b, t d, f v, c g, and s z.

Tr. Very well, that is more than half of the mated sounds. You can learn the others after a while.

LESSON 9.—Vocals.

You may place your hand over the voice box while I repeat the words of which you have learned the sounds, and you may repeat the sounds and tell which of them are made with the mouth open and the tongue not raised. (Children repeat the sounds in the words cat, rat, hat, man, fan, bed, pig, top, jug, lamp, vest and adz, and distinguish those required.) These sounds (repeating the short vowel sounds) belong to which class of sounds that you have learned?

Ch. They belong to the class of loud sounds.

Tr. By what are they all made?

Ch. They are made by the breath and vocal chords.

Tr. Yes, and the root of the tongue, the soft palate and the lower jaw are also moved a little. The nearer any part is to the vocal chords the less motion is needed to make a sound. You do not know, perhaps, that you move any part of your throat in speaking, but if the tonsils of your throat are ever sore, you will find that the pressure of the tongue and soft palate upon them hurts them in speaking, as well as in swallowing. The loud sounds that are made by the breath, acting with the vocal chords and some part near them, while the mouth is open, are called vocals. What are they called? I wish you to repeat the vocals which you have learned many times, and use your chest, vocal chords, throat and lower jaw very freely, till you can make the motions easily and the sounds perfectly. (Children repeat the short vowel sounds, individually and in concert.)

LESSON 10.—Subvocals.

Teacher. What is the first sound in the word rat? With what does the breath act in making it?

Ch. It acts with the vocal chords and tongue.

Tr. With what does the breath act in making the last sound in the word man?

Ch. It acts with the vocal chords, tongue and nose.

Tr. With what does the breath act in making the first sound in the word bed?

Ch. It acts with the vocal chords, lips and throat.

Tr. With what does the breath act in making the last sound in the word bed?

Ch. It acts with the vocal chords and the tip of the tongue.

Tr. Make the last sound in the word pig, and tell with what the breath acts in making it.

Ch. The breath acts with the vocal chords, the middle of the tongue and the hard palate.

Tr. With what does the breath act in the first sound for the word jug?

Ch. It acts with the vocal chords, the tip of the tongue and the teeth.

Tr. How is the first sound in the word lamp made?

Ch. It is made by the breath acting with the vocal chords while the tip of the tongue is placed to the hard palate.

Tr. What is the difference between the making of that sound and the last sound in the word bed?

Ch. The breath does not force the tongue away in making that sound, as it does in the other.

Tr. With what is the breath used in making the first sound for the word vest?

Ch. It is used with the vocal chords, the lower lip and the upper front teeth.

Tr. With what does the breath act in the last sound for the word adz?

Ch. It acts with the vocal chords, the tip of the tongue and the teeth.

Tr. What did you use in making these sounds that you did not use in making the vocals?

Ch. I used my lips, nose, and the tip and middle of my tongue.

Tr. The loud sounds made by the breath acting with the lips, nose and the tip or middle of the tongue are called subvocals. What are they called? What are subvocals? How many kinds of loud sounds have you found that there are in words? What are they called?

Ch. They are called vocals and subvocals.

Tr. The vocals are also called vowels, and all the other sounds, whether loud or whispered, are sometimes called consonants. You have not learned all of either kind yet, but any sound that is made with the mouth open and without raising the tongue is what kind of a sound?

Ch. It is a vocal or a vowel.

Tr. Very well. Any *loud* sound that is made by the breath, acting with the lips, nose, or the tip or the middle of the tongue, is what kind of a sound?

Ch. It is a subvocal.

SECTION 3.—Letters as Signs.

As in the common sense method the principle of going from the known to the unknown, is obeyed, in having the elementary sounds taught by the analy-

sis of spoken words, so, by the same principle, the signs of the sounds are taught by the analysis of the same words in printed form, previously learned from pictures representing the same objects. The printed words are analyzed in accordance with the signs composing them, as the spoken words had been previously analyzed in accordance with the sounds of which they are composed.

Although the printed and spoken words are different signs of the same things, the printed words may also be considered as signs of the spoken ones, except to the deaf, who have never learned words by sound.

Although the correspondence between the parts of printed and spoken words, simply as parts, is the same, their correspondence as signs, is not the same, the letters being signs, while the sounds are not signs, and hence the letters cannot, like printed words, be secondary signs.

The idea is then developed, that the parts of the printed words are signs of the parts of the spoken ones, and the numerical order of the succession of sounds in the given words, being known, the same order of the signs or letters needs only to be known, to enable the pupil to go from the known sounds to the unknown signs of them, and to understand their meaning, as signs. For example, knowing which are the first, second and third sounds of the word cat, and that the letters are signs of the sounds, pupils only need to know which are the first, second and third letters of the printed word, to know of what sounds they are signs. Thus, by this method, another principle is obeyed, viz.: that of never telling a child what he can readily discover for himself. Twenty-one representatives of sounds may be thus learned, from cards No. 1, 2 and 3, and associated naturally with the sounds which they represent.

In the child's imagination all signs, whether motion, sound or object signs are as it were, things of life, with which the imagination is occupied. Hence, the letters, which are often very uninteresting, when learned by name, with no knowledge of their use as signs, may become, as signs of sounds, things of lively interest.

Those children who learn the sounds of the letters before they learn the alphabetic names, usually learn the letters, as they learn the names of things in general, without any special care on the part of the teachers. The method of disposing of the (puzzling?) variations of the signs, is shown under the head of classification. (See sections 4 and 5.)

LESSON 1.—Meaning of the Letters.

Teacher. What are the parts of the spoken words?

Child. They are the sounds of them.

Tr. What is the first sound in the word cat? The second? The third? (A similar method is used for the words rat, hat, man, fan, bed, pig, jug, top, lamp, vest and adz.) Point to the parts of the word cat. (Different pupils point to the letters of different words and call them parts of words, which they name, cards No. 1, 2 and 3 being used.) Who knows which is the first part of this word? (pointing to the word cat. No ans.) Where is the first word in a line of words?

Ch. It is at the left end of the line.

Tr. Very well, then you may guess at which end of a word the first part is.

Ch. I guess it is the left end.

Tr. You have guessed rightly. The left end of a word is always the first part of it. You may each point to the first part of a word and tell what it is as you point, and also of what word it is the first part.

Ch. (Pointing to c.) That is the first part of the word cat. (Each child is required to point to the first, second and third parts of several words and tell of what words they are parts. Now tell the parts of words as I point to them. (Children in concert repeat, first part, second part, third part of the word cat, &c.) What are the first, second and third sounds in the word cat? How many think they can point to the first, second and third parts of the printed word and tell what they mean? (Hands are raised, and each pupil points to the letters of the word and tells the sounds represented by them. (Teacher points to the letter c, in the word cat.) What does this mean?

Ch. It means c.

Tr. Then as it means the sound, what is it of the sound?

Ch. It is a sign of it.

Tr. That is right. (Pointing to the letter a,) What sound does this mean? Then as it means the sound, what is it of the sound?

Ch. It is a sign of it. (The same method is used for t, and the letters in other words."

Tr. What do you think all the parts of words are?

Ch. I think they are all signs.

Tr. Of what are they signs? Ch. They are signs of the sounds.

Tr. Who knows what these signs of the sounds are commonly called?

Ch. They are called letters.

Tr. What are the letters? Ch. They are the signs of the sounds.

Tr. Now, as I point to the letters, you may all tell what sounds they mean, and the words that they make when put together quickly. (Ch. read by sound, in concert.) I will let this card hang where you can all see it and study the words, i. e., read them again and again, so that you can remember the parts of them, and all about them. If any of you will dare to try to print

the words on your slates, you may bring them the next time you come for a lesson, and I will not be afraid to look and see what you dared to do. I must take time to teach you to write, so that you can write all the words that you read, and some that you speak. You must learn to write what you think.

NOTE. Alternating with the lessons in signs should be those in the motions and sounds for the words commencing upon Card No. 5, and extending to the word wag, on Card No. 7. These words, 170 in number, contain only those representatives of sound used on the three first cards. The description of motions need not be continued, after the teacher is satisfied that they are understood and can be well described. Some time is taken for each pupil to find each letter of the first three cards upon one of the next three.

The words on all the cards are to be spelled by sound before attention is called to the printed words. This involves a principle, which should be conscientiously obeyed, but the spelling by writing should not be commenced till the words to be written are known, together with the sounds represented by the letters. The written spelling, immediately following the reading, is thus associated with the sounds and proper pronunciation of the words. The teacher takes no part in the exercise, but examines the work done, and marks the misspelled words, which are to be re-written and again reviewed by the teacher. Pupils who are capable, may be allowed to assist in the work, and little ones not capable, may examine each other's slates, and try to help make corrections by the permission of the teacher who has the supervision of the whole. The first course of spelling consists in copying the words of the cards, using script letters as soon as practicable. It may be done from the first, by putting the words upon the board in script letters. Writing should be taught as well as reading, and receive equal attention. As much may be gained by pupils writing their own thoughts, as in reading the thoughts of others. There should be three courses of spelling, viz.: by elementary sounds, by writing, and by naming letters.

The first two are the most essential, as the means of knowing and using the written language. The last has been found useful as a means of social enjoyment. Those who cannot enjoy spelling schools, can, perhaps, pronounce and spell for evening amusement at home, write upon slates each misspelled word, each taking his turn in pronouncing, as words are misspelled, or, at school, the teacher may pronounce the words, and write those misspelled upon the board, to be reviewed at the next recitation after being written by the pupils; but it should be recollected that this is the third course, the first and second, being first in importance as well as in time, making the last easy or almost unnecessary, if the second course is thorough.

LESSON 2.—The use of Letters as Signs. Card No. 5.

Teacher. What are the motions for the word man? (Children make them in concert, also for the following words, as the teacher pronounces them: mat, mad, mop, mob, men, met, mud, mug, according to method given in Lesson 3, Sec. 2; they also spell the words by sound, first in concert and then individually. Card No. 5 is then shown.) What do you see upon this card?

Ch. I see words and letters.

Tr. Very well. Here are no pictures to let you know what the words are, as there was upon the other cards, but the signs for the sounds are here, and you know that the sounds put together quickly make the words. Try now and find out what this word is (pointing to the word man, and then to the letter m,) What is the beginning of the word? (Children in concert give the first sound.) Tell the sounds as I point to the letters. Now put the sounds together quickly. What is the word? (Ch. read first in concert, as the teacher points, and then each one reads and points for himself.)

Note. In order that justice should be done to each pupil in a class, each one should be allowed to learn each lesson perfectly, especially in the commencement of any study, where but little progress can be made without assistance. Neither teacher nor pupil is satisfied with anything else. We should not clip the eagle's wings that common birds may keep pace with him, or keep the common bird to the ground by splicing his wings. In learning, for instance, the above lesson, what course can be pursued that justice may be done, and that each may feel satisfied with their work and position? Let each one read till he makes a mistake, or if in reading a proper length of time he makes no mistake, let him take his position at the head of the class, or in the first division, to be formed. Let others in their turn read and be placed in their true position. Tell those who fail or make a mistake in any point, what is proper, or let it be told by some one of the class and repeated in concert till it can be repeated with ease by each one. Then let each one that failed at first be asked what he intends to remember. If he fails to remember when his turn comes to recite again, let it be repeated as before. Dull children may become earnest workers, by thus having an opportunity to learn every lesson thoroughly, and the more forward pupils enjoy the work of helping them. Children will learn more readily from other children than from older teachers. "One difficulty at a time is enough for the child." It is better that a thing be repeated many times in one recitation than once in many recitations, in which the mind of the child is in constant confusion by being crowded. A class can be kept nearer together in this way than any other. Each one is satisfied with the proper exercise of such talents as God has given him, and there is emulation without envy. The first division of the class, as

well as the others, should have a chance of promotion, although it might be longer postponed. No one should be forced forward or backward, but there should be a natural, steady progress for all, and all hearts should be happy and grow with the growing mental faculties.

SECTION 4.

First Division of Words, Classified by Sound.

The Union Cards, so called because they can be used with any method, contain 2672 words, including the abbreviations of rhyming words.

The twelve words first used on the picture cards, were selected, not simply because they were the names of familiar objects, but because they contain the representatives of sounds, to be first learned and used. Books contain as many representatives of short vowel sounds, as of all the other vowel sounds taken collectively and the words containing them have a less number of silent letters. For these reasons, the letters representing the short vowel sounds are first used.

In commencing the reading of the words on card No. 5, it is not to be supposed that because children can read by sound the twelve words upon the picture cards, that the following 170 words, composed of the same representatives of sound, can be read without some mistakes. Why? Because, imitative as children are, it is not probable that the sounds of the first words were learned entirely by analysis or that their representatives are so familiar at this time, that they will be immediately recognized in any position. So far as, by calling attention to the motions, the sounds have been associated with them, the work of analysis has been thorough, but until further trial we do not know exactly how far the vowel sounds have been learned without particular attention to the motions by which they are made, because those motions cannot be so accurately observed or described as the motions for the consonant sounds, and so far as the attempt to link the sounds with the motions has failed, it remains to be done, because, if not linked with the motions, they have been linked with the consonant sounds in the words in which they have been used, and must be unlinked, as it were, to form new combinations. Hence, to avoid the association with consonant sounds before the sounds are thoroughly learned or the analysis of words thoroughly understood, there should be a vocal exercise in the short vowel sounds, separately from the consonant sounds, having them made in the following order of the vowel signs: a, e, i, o, u.

During the exercises, the hand should be placed upon the chin or over the larynx, that the motions that cannot be well described, may be felt by the

hand, while the sounds are made and the ear trained to distinguish them. Let both motions and sounds be made vigorously. When there is any rigidity of the muscles of the lower jaw or chest, it should be overcome by continued efforts. Let those of the class who give the clearest sounds stand before the remainder, during the vocal exercises, that their free muscular activity may be imitated. There should be regular drill in vocal gymnastics for the strengthening and cultivation of the vocal organs and the muscles of the chest. Let it be remembered that the spelling of the words by sound, precedes the reading of them, through the whole course, as the writing follows the reading. Writing needs as much attention as reading, that the hands may be usefully occupied and that the writing and reading may help each other, as by reading, the use of writing is known, and by writing, the reading is remembered.

Although there is difficulty with some children in distinguishing the vowel sounds, there is a more common difficulty in distinguishing the letters p, b and d. The difficulty being in remembering the form, the repetition of the sound is useless, while the form is not distinguished. Each child should make the letters on the board and tell what he has made, repeating the exercise till the difficulty is conquered. Difficulties are more easily conquered while fresh, than when they become old.

For a writing exercise, words that will rhyme, should be selected by the children, from the Cards Nos. 5, 6 and 7, and written or printed upon their slates. Let them have the pleasure of writing like grown people as soon as possible. It is the easiest way to write and as easily taught. Another exercise may be that of writing object words, selected also from the cards by the children. Then quality words or adjectives may be selected and written with object words. After the word is, has been learned in its proper place, it may be used with object and quality words to form sentences. It is the opinion of one who has enjoyed teaching children for a quarter of a century, that it is best to confine sentence reading for a time to home made composition, using only the words learned from the cards and formed into sentences. The rhyming abbreviations on the cards are to be written in full by the pupils.

SECTION 5.

The Elementary Sounds of Words, Classified by Sound in the Second Division of the Cards.

The number of elementary sounds is forty. Of these, twenty-one are represented in the twelve words of the picture cards and used in the follow-

ing words of the first division. The remaining sounds are represented in the classes of words of the second division, with the exception of the sound of z, as in the word azure, that sound not being used in monosyllables, but it may be found in a class of words in a supplement to the cards. For each of the remaining sounds represented in the second division, there is a class of words containing no other new element. The consonant sounds are represented by w, as in wag, y, as in yes, sh, as in shall, th, aspirate and vocal, as in thank, that, ch, as in chat, ng, as in ring. There is also a class for each silent letter, according to its position with other letters.

The following matter should be illustrated by the different classes of words in the proper time and place.

X represents the sounds of ks, as in ax, and of gz, as in exact. Children should be led to see this without being told directly. Y is a vowel, representing the sounds of i, except at the beginning of words or before a vowel, in which place it is a consonant. The letter i is also a consonant in some words before a vowel, as in the word million.

The long sounds of i and u are properly dipthongs, because their utterance requires two positions of the vocal organs.

The dipthongs being the union of two vowel sounds, are four in number, and are represented by oy or oi, as in joy, oil, ou or ow, as in our, now, i or y, as in line, try, u, ew or iew, as in mute, new, view. The first is the broad sound of a, with the short sound of i, the second is the short sound of o, with oo short, the third is short Italian a, with i short, and the fourth is short i with oo short. U, as at the beginning of words, often represents the sound of y consonant, along with the dipthongal sound, as in the word use.

The mated vowel sounds are the sounds of e short, and a long, as in says, say, the short and long Italian sounds of a, as in class, car, the broad and short broad sounds, as in was, wall, i short and e long, as in win, we, the short and long sounds of oo, as in book, moon. O, as in not, nor, equals a, as in was, war, and u, as in full, rule, equals oo in book, moon.

For vocal gymnastics, the vowel sounds may be used in the order in which they occur, in the following words:

1. cat, says, say, class, car, was, all.
2. men, me, her, they.
3. pin, pine, fir, shire—city, try.
4. not, nor, come, go, book, moon.
5. cup, pull, rule, mute, use.
6. line, mute, oil, now.

The mated consonant sounds are represented by p and b, as in pin, bin; f and v, as in fat, vat; th, aspirate and vocal, as in think, this; s and z, as in sink, zinc; sh and z, as in shall, azure; ch and j, as in chirp, jug; t and d, as in tin, din; c and g, as in cot, got.

SECTION 6.

Matter to be Taught, when Required, in Each Class of Words.

Children should be led, at the beginning of each lesson, to give one of the following descriptions of motions or sounds, not only that they may be properly associated, but also for the cultivation of language necessary to be understood in learning them.

In the motions for the first sounds in the words when and wag, the lips are placed in a circular position. In the sounds produced by the help of these motions, the breath acts with the lips, but in the word wag, it acts also with the vocal chords.

In the motions for the first sound in shall and the second in azure, the teeth are nearly closed and the tip of the tongue is placed near the hard palate. In the sounds produced by the help of these motions, the breath is used with the teeth and tip of the tongue, but for the second sound, in azure, the breath acts also upon the vocal chords.

In the motions for the first sounds in the words chat and jug, the tip of the tongue is placed to the hard palate while the teeth are nearly closed. In the first sounds of the words, the breath is used with the tongue and teeth in the same manner, but in the first sound for jug, the breath acts also with the vocal chords.

In the motions for the first sounds in the words thank and that, the tip of the tongue is placed to the edges of the teeth. In the first sounds of the words, the breath is used with the tongue and teeth, but for the first sound in the word that, the vocal chords are also used.

In the motion for the last sound in the word ring, the middle of the tongue is placed to the hard palate. In the last sound for the word, the breath is used with the middle of the tongue, vocal chords and nose.

In the first motion for the word yes, the sides of the tongue are pressed against the upper teeth, and the middle of the tongue is placed to the hard palate. In the first sound for the word, the breath is used with tongue in that position.

By familiar talk about the matter in this and the previous section, taking one point at a time, as required for the lessons, it may be made more interesting to little ones than to grown people, as they are more interested in the matter of sounds and all that pertains to the happy occupations of learning to talk and to read.

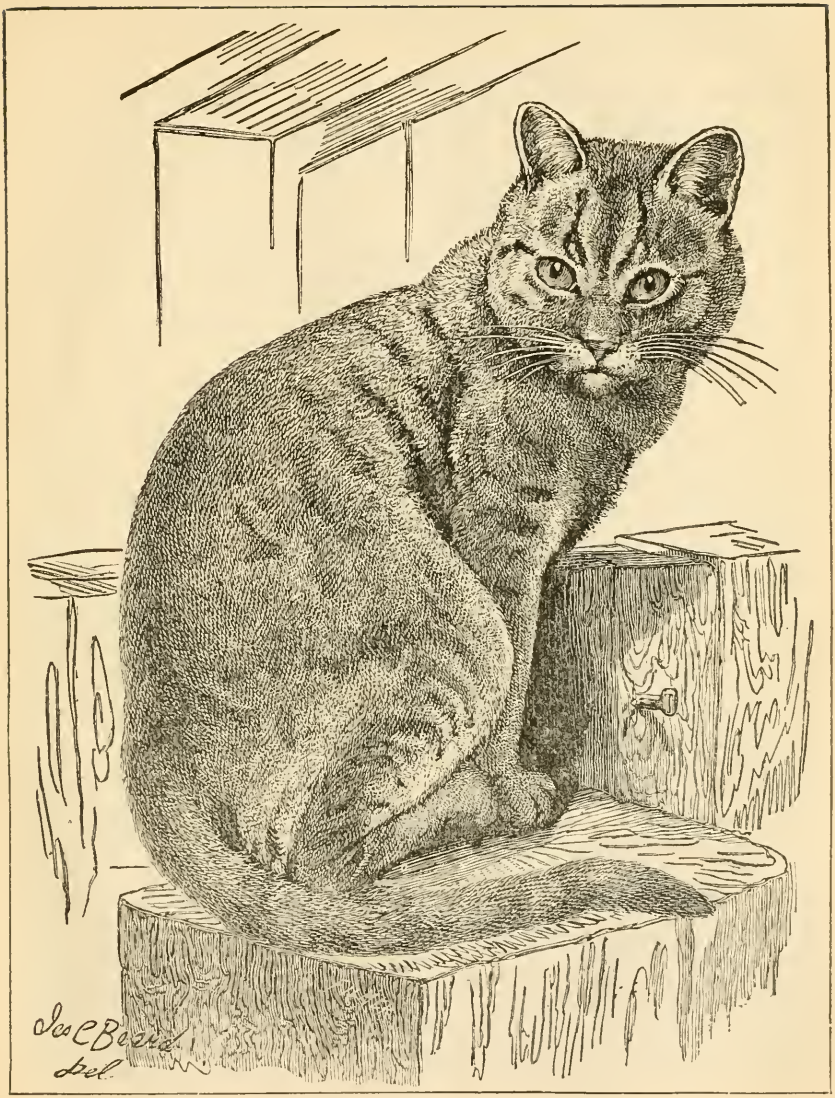
SECTION 7.—Conclusion.

It has been the constant aim of the writer of this work to have the children know what they are doing, and to have a motive for their work. What remains to be done after they have learned what words are, what it is to learn to read, what the sounds of words are, how to separate them, and that letters are the signs of them? We must go constantly from the known to the unknown; taking one thing at a time, and making sure work of it. What do the children know, when they commence to read a class of words? They know all the sounds of them and all but one of the signs of the sounds. The same sign is in each word of this class and represents the sound previously learned in analyzing the class of words by sound. They will probably be looking for the new sign, when the new class of words is presented, after becoming accustomed to the order of the lessons. If it is a sign which has not been used to represent some other sound, they can point it out, but if it has been used to represent another sound, it can be as easily understood, as that one child can do another's work.

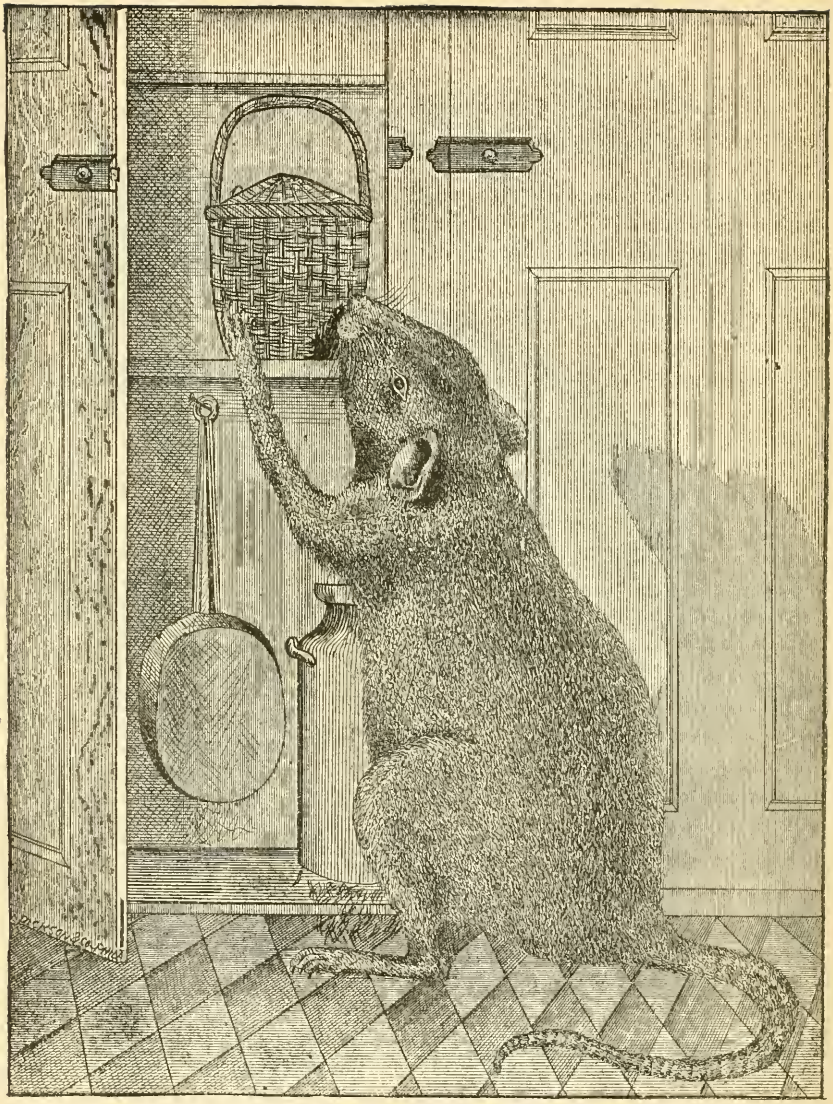
There are no silent letters upon the first twelve cards, and no other than short vowel sounds represented upon the first seventeen. On arriving at the thirteenth card containing silent letters, it is only a kind of play to point them out, as though they were little amusing puzzles or funny mistakes. At least 90 per cent. of the words of the cards should be found out by the children individually. After reading the words of the cards by sound, they should be read by word or pronounced as in sentence reading. Children are thus prepared to read children's books in an easy and natural manner. The common sense method is perfectly applicable to the new type system, which is now practiced to some extent in St. Louis, Boston and other places, by earnest teachers. Such would only need to use at a later time the sections treating of the classification of words. The method is also according to the testimony of kindergarten teachers in perfect harmony with Frœbel's system.

SECTION 8.

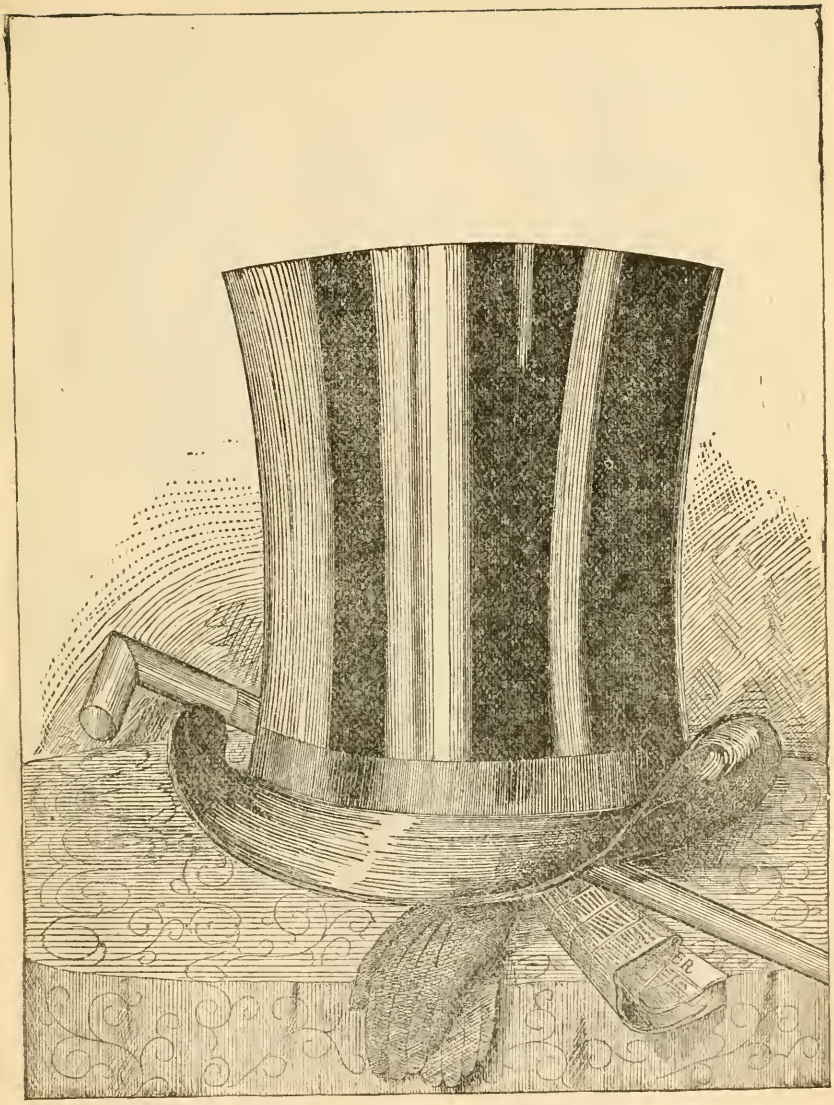
This section shows the arrangement of words upon the Union cards for the use of schools. The abbreviated words on them, are known by their rhyming with the word which precedes them.



cat. *cat.*

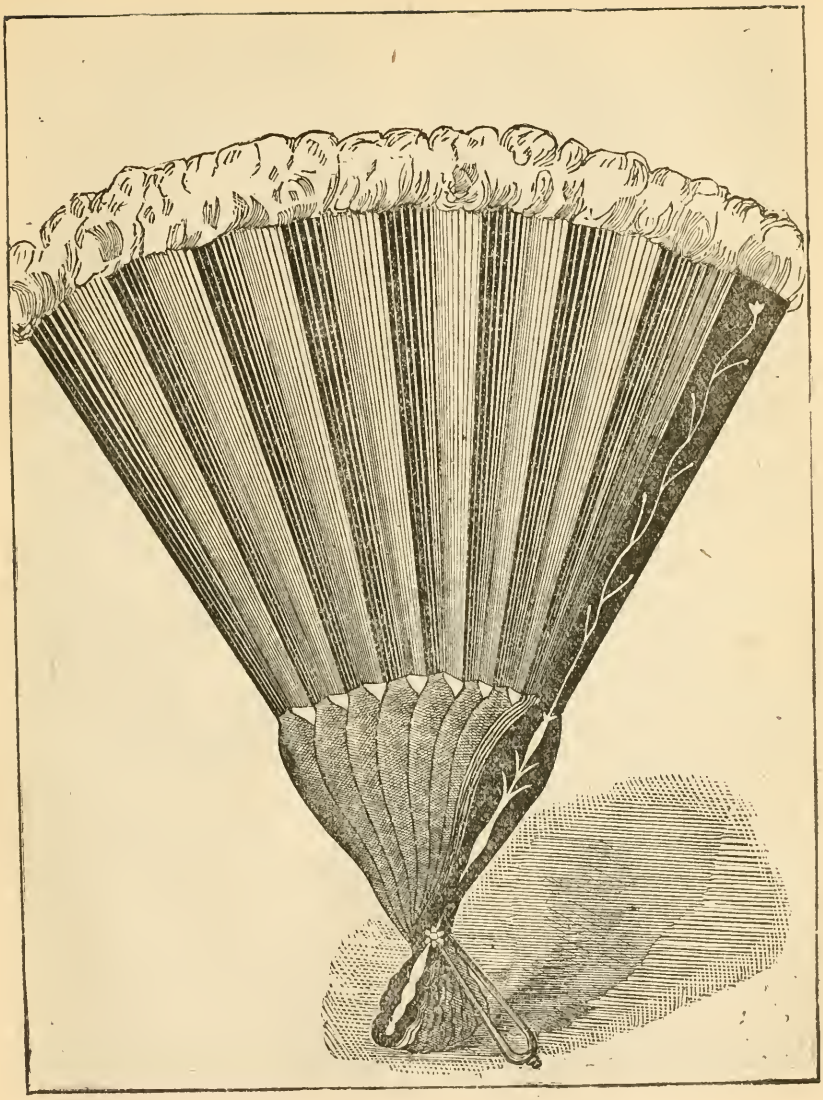


rat. *rat.*



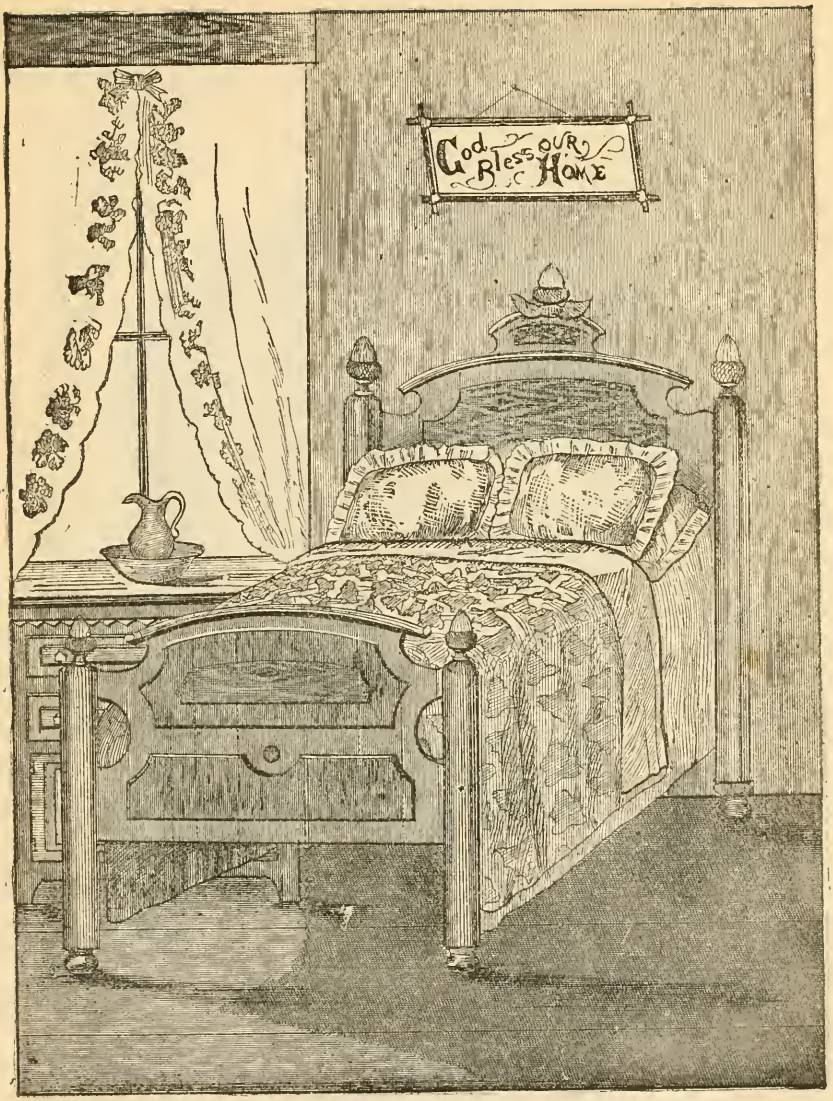
hat. *hat.*

man. *man.*

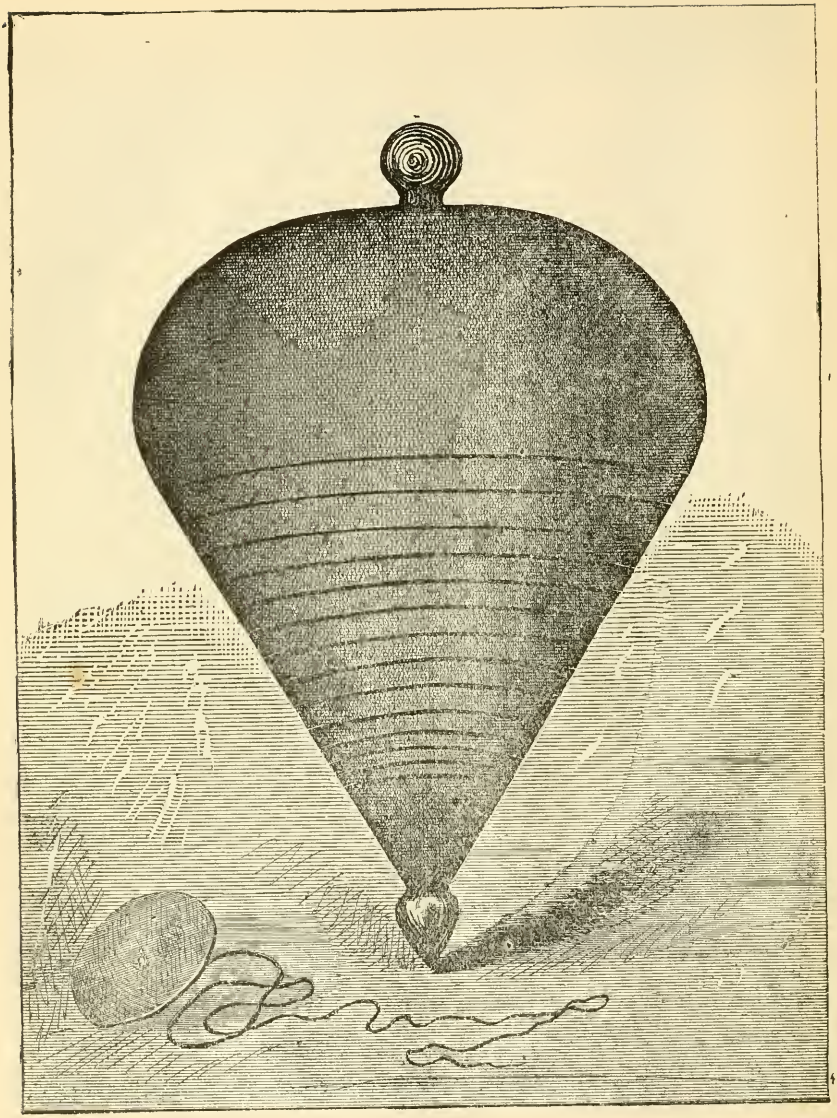


fan. *fan.*

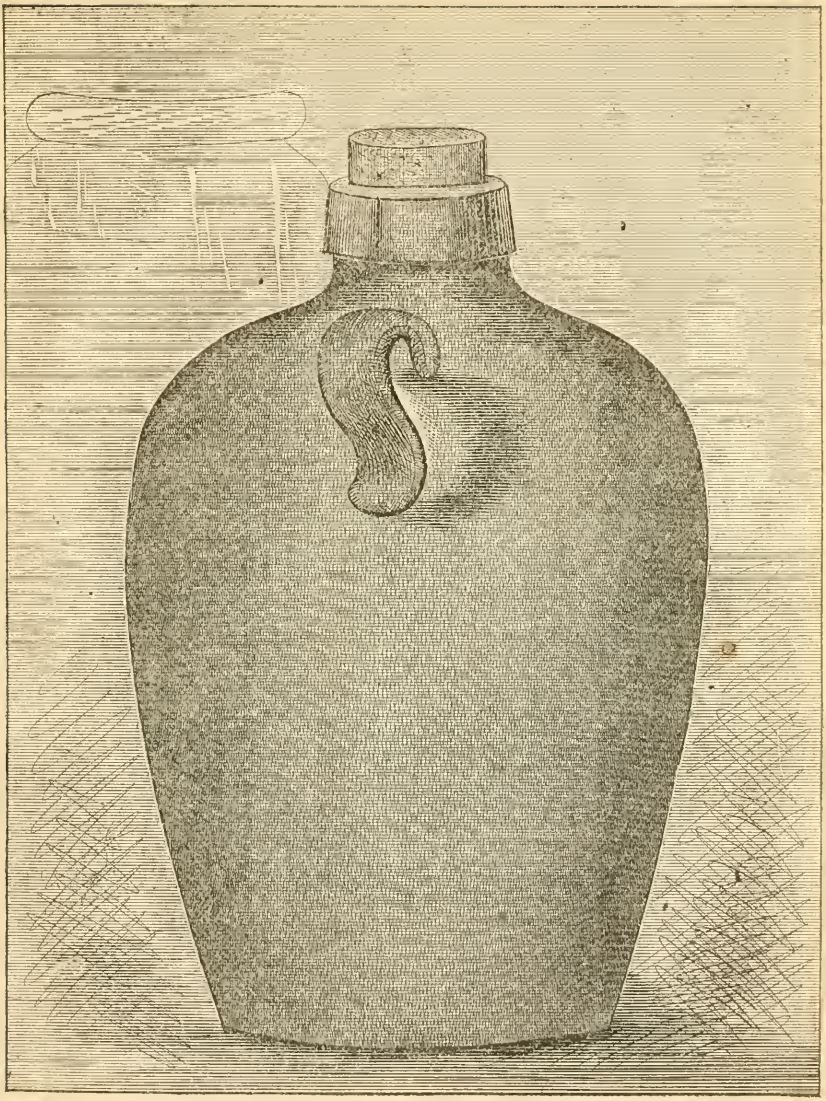
pig. *pig.*



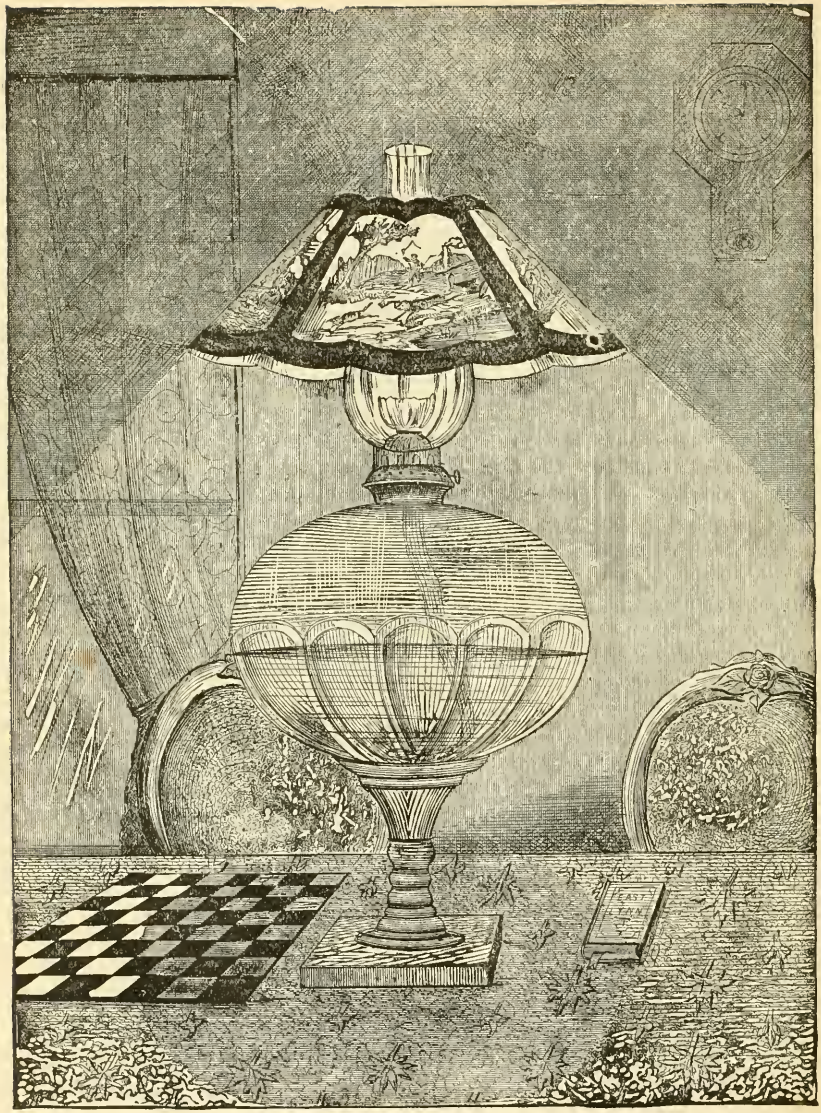
bed. *bed*



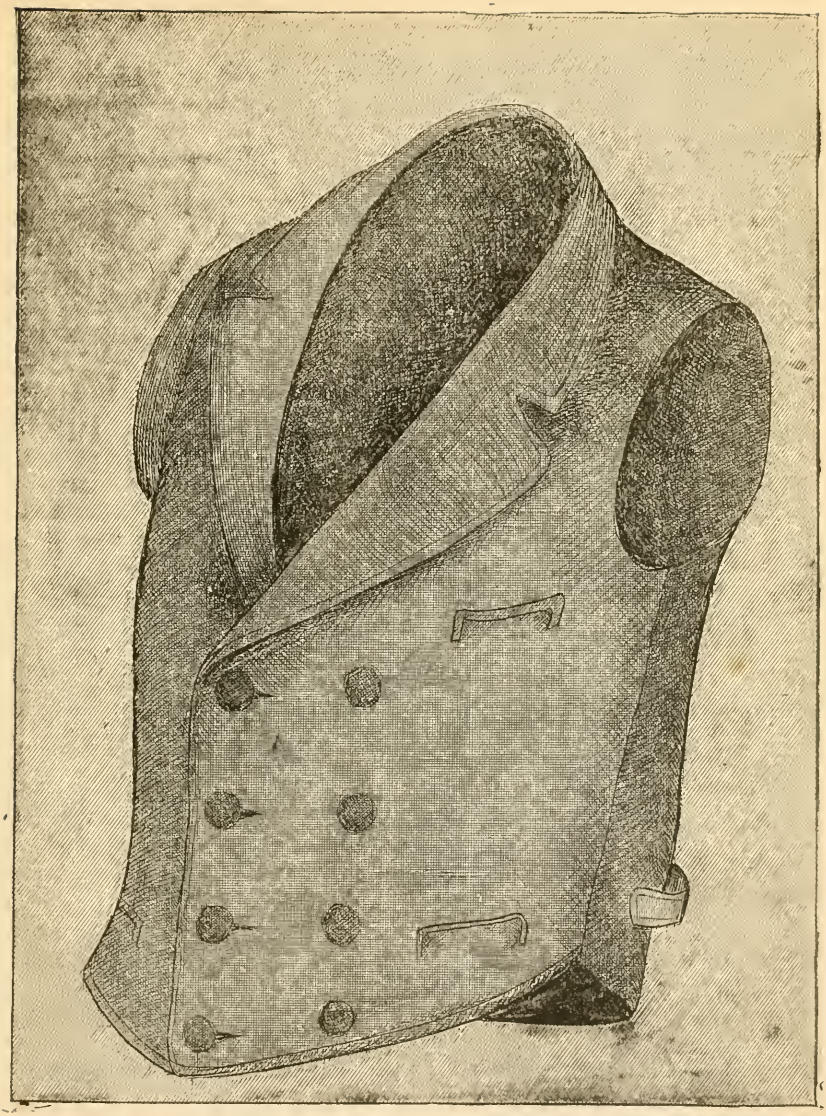
top. *top.*



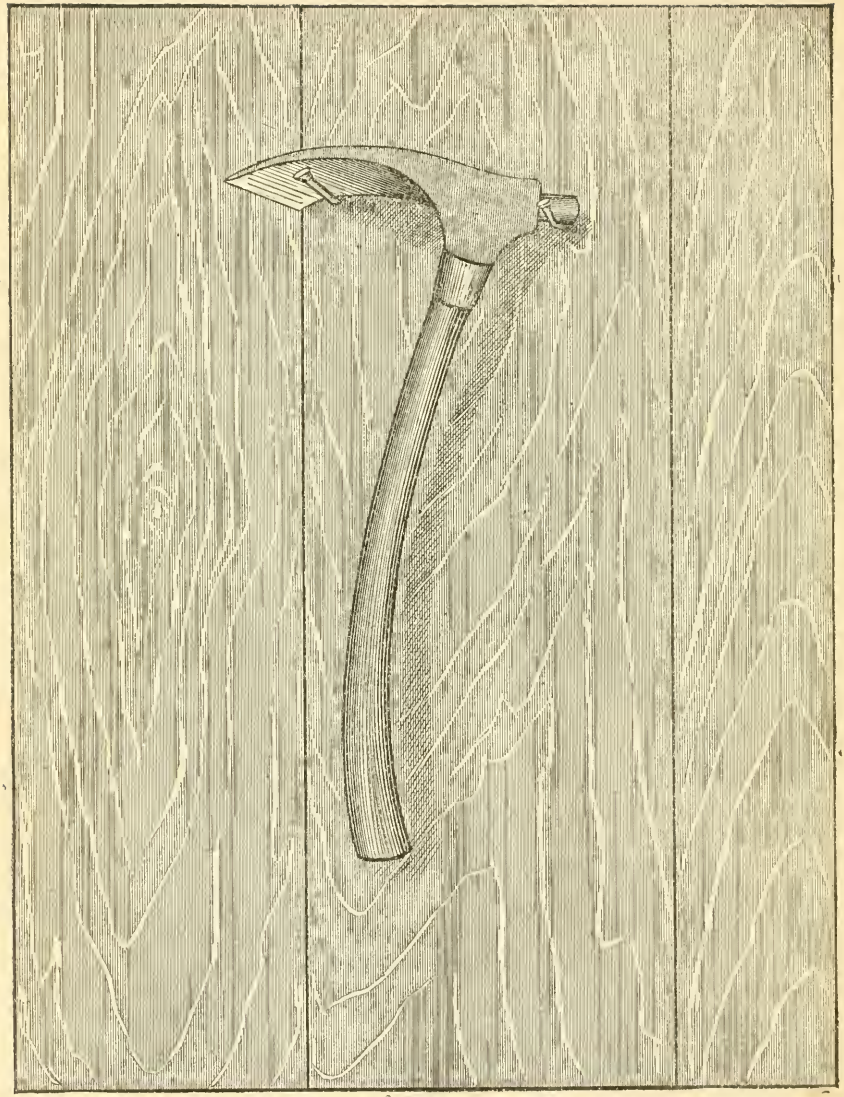
jug. *jug.*



lamp. *lamp.*



vest. *vest.*



adz. *adz.*

Card No. 5.

man mat mad mop mob men met mud mug nap nab nip nib net nit not nun lap lip lop lad led lid let lot lag leg log lug rat ran run ram rim rum rut rag rig rug rap rip rib rob rub pan pen pin pun pat pad pet pit peg pig pug pip pop pur bat bad bet bed bit bid but bud bin bun bag beg big bog bug.

Card No. 6.

tap tip top tub tan ten tin tun den din don dun dam dim dip did dig dug dot fan fen fin fun fat fit fed fag fig fop fob fur vat van cat cot cod cut cud cap cab cup cub cob can con cur get gig got gun gap gad gas sat sad sot sod sap sip sop sup sag set sit sin sun adz jam jet jot jut jig jog jug job.

Card No. 7.

hat had hit hid hot hod hut hug ham hem him hum hip hop hen
an in on at if us up

---

wag wig wet wed wen wit win
ax ox box fox six fix mix
yes yet yam yon
bell fell tell d. s. w. sw. dw. sp. y. ill w. f. r. s. t. d. p. h. g. st. tr. dr. fr. sp. tw. doll l. dull c. m. l. g.

Card No. 8.

cuff h. p. b. m. sn. st. gr. bl. less m. dr. pr. bl. str. miss h. s. buzz f. hats mats rats cats caps maps taps raps nets p. g. s. l. fr. its b. f. s. h. w. lips s. t. d. n. tr. lots d. c. tr. tops h. p. dr. cr. cuts. n. r. h. str.

Card No. 9.

is his as has fans c. p. pl. pens h. d. w. pins f. w. s. gr. rods n. runs t. d. p. b. s. g. rags b. l. fl. dr. cr. rubs t. hums dr. keg kid kin sk. kill skill skip skim skiff desk disk r. fr. br. husk r. m. t. d. b. elk y. silk m. kiss kept
of—gem gin gill—cent cell

Card No. 10.

went s. t. d. p. b. v. l. r. sp. lint t. d. h. pr. st. fl. hunt bl. gr. and b. h. l. s. st. br. gr. gl. str. end t. b. l. s. v. w. r. m. sp. bl. wind pond b. f. bl. fund rest b. t. p. j. z. r. w. v. cr. dr. bl. mist l. f. gr. tw. w. g. h. must b. d. r. tr. cr. burst d. lisp w. cr. help y. gulp p. bulk elm h. film culm

Card No. 11.

belt f. m. w. p. dw. hilt g. t. w. st. held w. camp l. d. s. v. hemp imp l. g. p. cr. scr. pomp r. pump b. l. h. j. m. cl. st. tr. elf s. d. p. gulf left h. w.

lift g. s. r. sw. dr. apt r. wept sl. sw. cr. act t. f. br. tr. turf s. sc. urn t. b. sp. curd s. next t. hurt trap. ip. ot. od. drab. um. ag. op. ug. um.

CARD NO. 12.

prim .op bran. ag .ed .ig .im crab .am .op .ib grin .im .it .ot .um plan .at .ot .od .ug .us .um bled .ot .ur clap .ad .an .am .ip .op .od .og .ub glad .ib .um from .et flag .og .ap .op .at .it .ed slam .ap .ab .ip .im .ed .it .id .ot .ug .ur stag .ab .ep .em .op .ud .ub .un span .in .un .at .ot .ed .ur scar .ud .um .rub

CARD NO. 13.

head l. d. r. tr. dr. br. spr. sweat deaf breast pear t. b. sw. were ere heir friend back h. l. p. r. s. t. cr. sm. sl. cl. bl. neck d. p. b. sp. pick k. l. r. t. w. s. st. br. cl. rock m. d. s. st. l. bl. cl. fr. duck t. m. b. s. str. l. cl. pl. tr. wreck wrest wrist wrıt wrap gnat built g. build guess guest.

CARD NO. 14.

knit knot knob knell knelt have give l. seive helve tw. d. sense t. d. nurse p. c. pulse else rinse since w. m. fence p. h. urge s. p. hinge tw. cr. judge b. gr. dr. f. lodge d. edge l. h. w. fl. sl. dr. bridge r. badge begged p. swelled w. sp. f. sinned p. gr. fanned t. c. sc. pl. hummed dr. stunned d.

CARD NO. 15.

dressed pr. missed h. k. stopped h. m. pr. dr. jumped p. limped cr. stuffed p. c. h. sn. stamped c. tr. cr. slipped t. d. n. cl. tr. sk. rocked l. st.
shall shad shag shell .ed .elf .ip .op .od .ock .ut .un .rug .rub .red .rill .rift .rimp ash d. l. g. m. cr. cl. spl. sm. gn. fl. s. h. fish d. w. rush g. h. m. cr. br. fl. pl.

CARD NO. 16.

chat chap champ chest chess check chick chin chip .ill .url .urn .ump church lurch lunch p. b. m. bench w. wr. cl. tr. dr. st. inch p. w. f. cl. fl. rich such m. clutch cr. match c. h. p. b. sn. scr. etch f. wr. sk. str. itch h. d. p. b. w. st. sw. notch b. bl. cr.

CARD NO. 16½.

ring s. w. k. br. st. fl. sw. str. spr. cl. wr. rang s. b. h. f. g. tw. sl. spr. rung s. st. h. l. b. cl. sw. spr. wr. song l. g. pr. wr. str. ink p. l. w. s. k. m. cl. br. dr. ch. sl. pr. bl. shr. bank s. t. d. l. h. s. cl. cr. dr. fr. sh. pl. pr. trunk s. dr. sl. sp. shr.
when where whence whelm which whip whiz whiff whim whig whit whist whisk.

CARD NO. 17.

that than then them thence there their thus this with

thank think thin thick thing thill thrill thrift thong throng throb thump thumb thrumb thrust thrush thresh thread threat health w. st. breath d. depth breadth width length fifth sixth frith filth
sphinx phlegm—rough t. sl. cl. hough (hok)

CARD No. 18.

says said hair hare pair pare fair fare stair stare glair glare air ch. l. dare r. c. w. m. fl. sn. sc. sp. sh.
ail ale sail sale pail pale wail wale mail male vail vale tail tale lain lane main mane vain vane pain pane wain wane fain fane sane cane laid lade maid made gait gate bait bate

CARD No. 19.

plait plate plain plane waist waste maize maze raise raze praise phase phrase straight strait wait tr. b. aid p. r. br. st. paint f. t. s. pl. aim cl. m. fail n. j. r. fl. tr. rain m. gr. tr. dr. bl. pl. spr. ch. st. sl. faith say m. g. h. r. p. b. w. n. l. sl. st. str. pl. fl. tr. dr. gr. pr. br. fade wade j. gr. tr.

CARD No. 20.

cake b. m. t. w. r. s. l. sl. sh. fl. sp. dr. st. br. break stake steak lame s. t. n. c. f. g. d. bl. fl. sh. case v. ch. gave s. w. l. n. kn. sl. sh. st. gr. br. cr. safe ch. taste h. p. b. ch. ape t. c. gr. sh. scr. ate l. p. b. d. m. r. f. st. sl. pr. sk. gr. great age p. w. r. c. guage range ch. gr. str. ace m. d. r. l. f. tr. gr. pl. sp. br.

CARD No. 21.

class gr. a. p. l. m. gl. ask t. m. b. c. fl. asked t. m. asp h. r. cl. gr. ant p. sl. ch. pl. gr. aunt j. h. t. v. fl. fast p. c. m. l. v. bl. caste haft r. w. dr. cr. sh. a. branch bl. st. staff ch. half c. halves c. calm p. b. psalm alms ps.
chance d. gl. tr. l. a man a hat a box an ox an ant.

CARD No. 22.

car bar j. st. sc. are scarf arch m. l. st. ark h. p. b. d. m. l. st. sh. sp. art c. p. t. d. m. ch. st. sm. h. heart arm f. h. ch. barn d. y. yard l. b. guard harsh m. garb b. marl sn. large ch. b. farce sparse.
was wad wan swan swab swamp wash wasp watch what yacht.
all c. f. h. t. w. b. st. sm.

CARD No. 23.

awl b. dr. cr. sh. scr. spr. maul c. h. law r. s. m. j. p. dr. cr. str. cl. fl. gn. psh. awe fawn l. d. p. dr. sp. war ward sw. warm sw. warmth laud fr. malt s. h. fault v. taught c. fr. n. cause p. cl. gauze talk w. c. b. st. ch. sauce daub.
we me be he she ye see lee fee bee thee tr. fl. fr. thr. seen gr. sh. spl.

Card No. 24.

cheer l. p. b. d. s. j. v. sn. sh. st. feet m. b. sl. sh. sw. str. gr. keep sheep p. w. st. sw. sl. eel f. r. k. p. h. kn. need f. d. h. w. s. sp. st. bl. br. fr. seem t. d. scheme th. here m. s. these freeze sn. br. cheese cheek cr. l. sl. fleece geese sleeve leave w. h. cl. each p. t. r. pr. br. sp. screech meat n. h. p. s. ch. f. bl. tr.

Card No. 25.

heath wreath sh. sheathe br. leaf sh. lead r. m. pl. team s. b. r. dr. gl. cr. st. str. scr. please t. gr. peace lease gr. c. peak cr. fr. wr. sp. bl. sn. str. fear t. n. y. r. s. bl. sp. d. h. cl. dr. sea l. p. pl. fl. reap h. l. ch. east f. b. y. l. bean l. m. w. seal p. v. z. d. h. m. w. st. pier b. pierce f. t. teeth.

Card No. 26.

piece n. chief f. mien field w. sh. y. priest grieve grieves liege s. the ape the age the aim the aid the ax the adz the ash the ox the odd ox the ill shape the apt lad.
the man the fan the mat the rat the cap the map the mug the rug—her hers herd heard verse t. hearse stern f. learn verb pert w. dearth.

Card No. 27.

they prey whey neigh w. sl. eight w. fr. vein r. reign d. f. veil feint.
line n. p. m. w. d. k. t. f. sh. sp. th. tw. sign bite k. sp. spr. tr. wr. r. right wr. n. l. f. s. t. m. fl. pl. bl. br. sl. sleight h. hide s. b. r. w. t. sl. pr. br. ch. guide die l. t. v. sigh n. h. th. dies cr. l. t. v. sk. fl. cried t. tr. sp. rise w. quire size pr. child.

Card No. 28.

mild w. mile p. b. f. v. t. wh. sm. st. ripe p. w. sn. str. gr. tr. wife l. str. kn. five l. h. thr. dr. str. fire h. m. s. sp. w. t. d. like d. p. sp. str. time d. ch. sl. cr. pr. cl. gr. climb mind w. k. f. h. bl. gr. ice m. r. v. l. d. n. sp. sl. pr. tr. tw. thr.
my by buy try fry cry thy why spy shy sly sty sky ply dry dye rye eye ay.

Card No. 29.

style type tythe dyke t.
sir fir stir first th. bird g. th. girl tw. wh. firm dirt g. sh. fl. sk. mirth b. shire.
or for form st. corn m. b. l. sc. pomp r. short s. sn. ought th. wr. f. s. b. n. north moth l. sl. fr. tr. wr. br. off sc. oft s. cough tr. boy j. t. c. cl. tr. cord oint j. p.

Card No. 30.

join c. l. boil c. f. s. t. r. sp. br. spoilt moist h. j. noise p. joys b. t.
forge g. frost l. c. t. fog l. d. h. b. frog
son won ton word work wort front worm world come s. love d. sh. loves d. done n. does tongue.
O oh go no so lo ho hoe f. w. t. sl. though old g. s. b. c. h. t. m. mould.

Card No. 31.

low b. s. thr. bl. m. r. t. st. sl. sh. sn. cr. gr. gl. kn. fl. str. bowl own s. m. fl. bl. sh. str. thr. gr. kn. crone thr. l. t. b. sh. more s. t. c. l. p. b. f. g. sc. sn. sh. sw. st. door fl. four p. most p. h. ghost both l. growth home t. d. chrome comb worn sworn t. sh. borne bourn m. ford sw. gourd forth fourth.

Card No. 32.

folks roll t. p. scr. str. kn. mole p. st. wh. s. soul note v. m. sm. wr. c. rogue br. v. roast b. t. c. roam l. f. gl. moan r. gr. l. board h. oaf l. oath oar r. s. b. h. oat c. m. b. g. fl. bl. gr. coach r. p. hoarse c. course soap coal f. sh. goad l. r. t.
could w. sh. wolf foot r.

Card No. 33.

wood good h. st. took l. h. sh. cr. br. c. b. wool.
do to too two who coo loo shoe through sous whose lose goose l. m. n. roost broom l. b. r. d. gl. bl. whom tomb w. tooth s. smooth b. soothe move pr. gr. poor b. m. coop tr. dr. st. h. whoop soot h. m. c. b. roof pr. w. h.

Card No. 34.

cool p. t. sp. st. f. food m. br. moon n. s. sp. l. b. swoon.
push b. put pull b. f.
quack quaff qualm quest quell quench quill quilt quit quick quince quart squeeze squall squaw squad squash squire quire quite quail quake queer queen quote mosque pique cl. quay (key).

Card No. 35.

out r. tr. g. l. p. sc. sn. sh. st. sp. spr. cr. drought doubt foul found p. b. s. h. m. gr. thou south m. dr. loud pr. cl. shr. noun fount c. couch v. p. sl. cr. our hour s. fl. sc. mouse h. l. s. gr. cow n. b. h. r. pl. pr. br. town d. g. fr. dr. br. cl. howl gr. sc. pr.

Card No. 36.

rule rue true you your yours youth truth truce spr. rude pr. cr. fruit brute cruise br.—use

mule mute l. fl. cure l. p. cube t. fume fl. fuge h. dupe suit juice tune feud hue c. s. bl. cl. gl. fl.
new pew d. f. ch. st. bl. fl. br. cr. sl. dr. sp. cl. y. thr. str. gr. shr. kn. scr. view.

Card No. 37.

candy h. s. d. br. rally d. s. carry m. t. shaggy scr. scanty sh. happy s. plenty tw. very ferry b. m. ch. entry s. city p. witty d. gr. penny fifty thr. six. simply silky m. hilly l. s. folly h. j. foggy b. s. body copy poppy fondly study ruddy m. hurry c. fl. mummy g. curly s. b. dusty m. l. f. g. tr. cr. dusky h. m.

Card No. 38.

apple d. temple simple p. d. cr. tip. stip. top. stop. sup. couple ramble br. scr. trem. nim. th. hum. gr. st. t. m. cattle r. b. t. pr. mettle k. s. mantle addle s. p. handle c. d. meddle p. treadle kindle br. sp. sw. griddle m. r. f. fondle bundle tr. huddle m. p. f. ruffle sn. sc. m. cackle t. cr. h. sh.

Card No. 39.

freckle sp. tickle p. s. f. chuckle s. b. kn. tr. uncle an. rankle angle t. sp. wr. single t. j. m. bungle j. giggle wr. oggle b. j. struggle j. sm. muzzle n. muscle hustle bustle tussle pestle n. wr. thistle br. gr. jostle.
seven heaven l. leaden d. bidden h. often s. drunken s. listen glisten fasten risen lessen.

Card No. 40.

drivel sw. sn. grovel
singing r. br. sw. spr. cl. sl. hanging b. cl. living g. fishing w. rushing cr. trusting r. cr. thr. fixing m. willing fl. t. tr. dr. st. sh. sp. fr. fitting s. kn. spl. sp. digging r. swimming tr. sk. br. cutting n. sh. str. letting g. b. w. s. n. fr. telling s. f. w. dw. sw. sh. sm. sp.

SECTION 9.—Supplementary Notes.

1. After the course of lessons with the cards is finished, if there are any children, who have not by their own free will or by home instruction, learned the names of the letters in alphabetic order (see Card No. 4, not in the Manual), it should now be done by concert exercises or by individual attention, when necessary, in order to prepare for the use of dictionaries, which should be explained, so that children may be able to learn the pronunciation, as well as the definitions of words. The definitions in reading books

should be learned in connection with their use in the sentences, in which they occur. If they are committed to memory as a separate lesson, it should be done after a conversation regarding their use, in the reading lesson. After learning the lessons included in the card work and the preparatory lessons, children will be able to classify the letters, naming the vowels, &c. A key to the marked letters, similar to those in dictionaries, can be made upon the black board and explained according to the dictionary or reading books used by the children.

The use of capital letters should be taught by calling attention to the way they are used in the reading lessons and obtaining a description of their use, from the children, according to their own observation of the use of each capital letter, as they find it in their reading, until the use of capitals is familiar. The knowledge thus acquired should be made practical in writing lessons. The same is true of marks for punctuation.

Children should also be led to tell why the pages and lessons are numbered, thus showing a practical use of their lessons in figures or letters representing numbers.

The abbreviations should be explained and classified according to titles, names of states, &c. Let the classification be done, as far as practicable, by the pupils. One class at a time, can be put upon the board, the matter being given by the children, right or wrong, and corrected if wrong.

Lessons in inflections of the voice, tones, cadence and emphasis should be illustrated and taught orally. The aim of proper instruction will be to have a style of reading that cannot be distinguished by sound, from proper conversation or public speaking.

2. *Reading lessons should all be language lessons.* Every thing read, should be well digested and proper digestion implies a suitable quantity, at a proper time, and taken with a relish. Children should be able to give the substance of what they have read, without many leading questions. Conversation should follow reading, in a natural and polite manner, so that each one may feel free to express the thoughts which the lesson may have suggested to him, but pride or vanity in the matter, should be avoided.

3. The syllabication and accent of words belong to primary teaching. Children may be led to a knowledge of the meaning of syllables by observing the number of movements of the lower jaw, in pronouncing words, the number of movements being equal to the number of syllables contained in them. In reading, the number of vowels, as should be observed by the pupils, corresponds to the number of syllables, with a few exceptions, such as the word apple, which may be shown.

In learning the meaning of accent, care should be taken that the definition should follow the necessary illustration. The accent of familiar words

should be changed to the wrong syllable, that the force and reality of the true accent may be the better understood.

After using the supplementary matter for spelling in the following sections, pupils should hunt for and classify words of three syllables, then classes of four or more syllables may be selected from reading, and the accented syllables marked. They should also classify the words according to the vowel sounds in the accented syllables.

In the word manner, the letters nn represent but one sound, as the tip of the tongue is placed but once to the hard palate for the part of the word which they represent. So, in other words, double letters do not represent double sounds. The knowledge of these things is essential in self instruction, to which it has been the constant aim of the writer of the common sense method to point the way.

SECTION 10.

Odd Spelling,—supposed to be imitations of the blunders of ancient writers or printers, and which, by the law of custom, must be continued.

1. one (wun) once (wuns). 2. sew (so) ewe (yo or yu). 3. beau (bo) bureau flambeau. 4. soldier (soljur) grandeur (grandjur) verdure tedious (tejius). 5. chintz (chints) waltz quartz. 6. been (bin) pretty (prity) England (Ingland). 7. busy (bizi) business (biznez) lettuce (letis). 8. bury (bery) buried. 9. boquet (boka) crochet (krosha) croquet (kroka). 10. buoy (bwoy) buoyant. 11. discern (disurn). 12. suffice (sufiz). 13. cupboard (cuberd) clapboard. 14. quay (ke). 15. women (wimen). 16. mirage (mirazh). 17. azure (azhur).

SECTION 11.

Words of Two Syllables Accented on the First,—The Class is Subdivided as follows.

1. *Words having only short vowel sounds and no silent letters, and each of the consonant sounds represented by an unvarying sign, as in the first division of monosyllables.*

habit merit limit vomit bandit spirit comet sunset onset velvet rivet valet hamlet in. gim. trip. gob. tab. hovel n. gr. level b. r. travel gr. camel rebel

tinsel minstrel timbrel gam. tendril nostril tonsil peril anvil lentil cavil latin s. m. savin sp. cabin robin linen aspen valid sol. viv. turbid candid acrid tepid timid rapid splendid gifted s. l. dr. forest eld. mod. tempest panic comic colic topic mimic public fabric mystic system fragment fig. pig. vest. com. salad contact abject insect aspect instinct relict verdict grandly bl. ugly badly gladly dropsy victim pilgrim emblem problem alum contents trumpet combat.

2. *One sound represented by two letters.*

rabbit summit cosset bonnet s. rennet lin. russet g. turret gar. clar. fer. buffet offset tippet lap. added wed. lessen flannel p. trammel sorrel bar. funnel barren horrid t. pallid witness f. illness st. madness s. b. gl. progress in. restless listless hap. end. wind. mistress but.

3. *s=z, k=c, g=j, c=s, ck=k, ph=f.*

1. pansy t. clumsy flimsy muslin goslin visit damsel rosin baptism
2. basket c. musket skillet kennel
3. vigil rigid fr. budget fidget
4. facet acid pl. pencil civil city dulcet
5. ransack fetlock hem. wed.
6. phonic physic physics prophet graphic

4. *Silent Letters.*

1. cousin couple double tr. couplet journey journal courage country
2. captive costive missive mas. pas. active festive r. reptile duc. hos. flexile ster. famine jasmine destine pris. rapine doctrine
3. gentle agile fr. engine
4. office justice surplice novice practice solstice facile absence presence malice ch.
5. risen given dr. str. oxen leaden d. stricken often s.

5. *y, e, o and i=u.*

1. myrrh myrtle zephyr
2. banner t. m. canter b. r. hatter m. f. p. b. fl. cl. sh. sp. tamper h. sc. temper sim. pros. pep. dip. sl. sk. ladder m. s. bl. enter r. t. tempter render v. t. g. f. l. m. sl. mur. pon. tin. hin. under s. th. pl. bl. skimmer sw. d. s. gl. primer.

hammer sum dr. plumber ever n. s. l. dinner s. t. i. w. th. river l. g. sh. sister bl. limber num. l. tumbler gr. m. copper h. st. proper lobster mon. faster utter m. c. g. st. cl. sp. sh. differ offer c. sc. pr. suf. sn. rougher lantern pattern sl. filbert hal. commerce hermit vermin verdict vernal vertex verdant perfect kernel earnest earning l. merchant perjure servile fertile service ermine

3. canon cannon canton candor condor splendor actor f. doctor pr. victor sculp. rec. succor rigor v. tenor valor mirror ter. er. lemon mel. fel. wag. fl. dr. gammon m. parrot c. pistol pivot talbot tur. ballot faggot in. custom wisdom earldom sel. venom ransom gladsome handsome (hansum) welcome in. symptom symbol grandson
comfort color cover h. l. money h. wonder oven sl. dozen comfit saffron stubborn pomel worship lesson prison hammock haddock p. mattock covet covey camphor phantom.
4. circle circlet circus circuit dirty girdle girlish mirky firkin firstly firmly firmness sirloin virgin sapphire (safur)

6. *The consonant sounds represented by sh, ch, wh, ng, n=ng, th and th.*

1. furnish b. publish polish vanish b. lavish r. radish red. par. per. pun. self. blem. bland. shipment shamrock fleshy m. trashy fl. freshet worship fashion nourish flour.
2. chapel chattel chaplet cherup cherub cherish chestnut checker chicken churlish chitchat hatchet l. crotchet kitchen linchpin ostrich riches chirping
3. whiplash whipstock whinny whistle whittle whimper.
4. kingdom kingly dashing l. fl. thr. m. cl. cr. gn. sl. rushing g. h. fl. bl. br.
5. congress conger l. str. conquer (conkur) canker banker tinker th. dr. rancor anchor (angkur) younger hunger monger lin. fin. angler wr. bungler fungus angry hun. tinkle wr. tw. jungle b. monkey d. drunken s.
6. thimble thistle thriftless thrilling throbbing anthem thunder ethics sabbath monthly worthless nothing something.
7. other brother mother wither h. th. wh. rather g. l. weather f. further fathom brethren worthy bother.

7. $t = ch.$ $\left.\begin{matrix} ci \\ ti \\ si \end{matrix}\right\} = sh.$ $\left.\begin{matrix} s \\ z \end{matrix}\right\} = zh.$ $i = y$ *consonant.*

1. lecture picture stricture frac. vesture g. capture r. posture pasture nurture rupture puncture j. bastian fus. gen. bestial.
2. precious special vicious luscious (lushus) conscience (conshuns) conscious.
3. action faction fraction trac. mention section diction f. option suction unction f. j. nuptial.
4. mission passion version mansion pension tension.
5. pleasure (plezhur) treasure measure.
6. azure (azhur).
7. million tr. bunion tr. filial billiard banian minion p.

SECTION 12.

Words of Two Syllables Accented on the Second.

The subdivisions of this class are nearly similar to those of the first chapter.

1.

enact distract at. sub. ratan japan expand withstand disband enrapt infect inject inflect neglect inspect ex. sus. intend dis. con. infest invest consent abrupt dis. induct consult in. unfurl unbend unstop unpin unfit unrest unblest unjust ad. disgust mistrust dis. in. unapt unhurt until ex. dis. dispel ex. im. com. extol submit ad. com. trans. tomtit disturb entrap entrapped intrench dispatch attach enrich.

2.

dissent connect addict affect attest unless impress ex. sup. op. distress misspent corrupt unwell instill discuss annex attend entrap entrapped

3.

dissolve (dizolv) suggest (sugjest) congest ascend (asend) offence
condemn contemn immense intense condense dispense sus. ex. convolve in.

4.

perhaps perplex ferment
inter infer trans. con. subserve unnerve rehearse converse in. per. trans. disperse as. immerge converge immerse convert in. per. ad. sub. assert in. expert
concert (konsurt) concern discern (dizurn) dessert (dezurt) observe
bestir confirm affirm begirt

5.

exact (egzact) exert exult exist exempt.

The following words are accented on the first or second syllable according to their use :
compact extract contact abstract object subject project concert convict conflict

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